

**THE WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING
FLUENCY OF GRADE VIII D STUDENTS AT MTs NEGERI
KAWUNGANTEN IN THE ACADEMIC YEAR OF
2013/ 2014**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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YOGYAKARTA STATE UNIVERSITY
2014**

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THE WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII D STUDENTS AT MTs NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR OF 2013/ 2014

A THESIS

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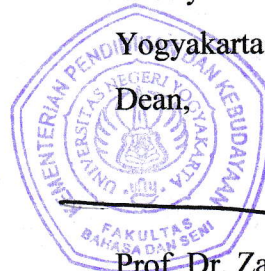
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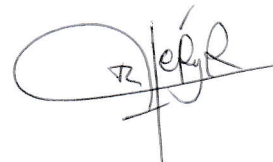
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Juli 2014

Penulis,



Feri Rokhyani Thohid

DEDICATION

I dedicate this thesis for my beloved parents:

Sri Suryati and Thohidan

MOTTOS

So, verily, with every difficulty, there is relief.

Verily with every difficulty, there is relief.

(Al-Inshirah: 5-6)

Keep praying for what it is you seek.

Impossibility and possibility are merely concepts of your mind,
to Allah nothing is impossible.

(Ali R. A)

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Next, I would like to express my appreciation to my family and my greatest friends: my parents for never-ending prayers and hopes; my brothers and sisters for the motivation, advice, and trust; Pamela, Dina, Cuwit, Saras, Nisa, Tyas, Febri, Kiki, Mbak Titik, for always surrounding me with warm friendship and sincere help as well as lending me sympathetic ears every time I needed someone to listen to; all my classmates of class H 2010 for the priceless memories; Mas Fahmi Dwi Prasetyo S.Pd., Mas Satrio Aji Pramono S.Pd., and Mas Denny Toto Prasetyo S.Pd. for the kindness of being my second, third, and fourth supervisors; and the big family of SALC especially the ones who helped and motivated me to accomplish my thesis (Mbak Desi, Mbak Gallis, Winda, Mas Yosep, Gesnia, Mas Teddy, Mbak Murni, Mas Astra). I cannot tell you how grateful I am for all your cares.

I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 2014

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ABSTRACT

The aim of this research was to improve the writing fluency of grade VIII D students at MTs Negeri Kawunganten in the academic year of 2013/2014 through writing journal technique.

This research was classified as action research. It was conducted in two cycles with four meetings in the first cycle and three meetings in the second one. The main subjects of this research were 33 students of class VIII D at MTs Negeri Kawunganten. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the writing tests that were conducted before the action implementation and at the end of every cycle. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to test the trustworthiness these three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation. The actions implemented in this research were implementing the writing journal technique, giving more explanation related to grammatical rules, conjunctions, and writing mechanics, providing activities that enabled the students to enrich their vocabulary, preparing worksheets for the students, and making use of the LCD projector optimally.

The results of the research show that the implementation of the writing journal technique in the English teaching and learning process was effective to improve the students' writing fluency. They could perform more confidently, more smoothly, and less hesitantly during the writing process. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, after comparing the means of the words produced per 30 minutes in the pre-test and Cycle 2 test, there was an increase from 47.82 to 64.80. The research findings were also supported by the means of the students' writing scores that improved from 61.64 in the pre-test to 66.86 in Cycle 2 test.

CHAPTER I

INTRODUCTION

A. Background of the Problems

In Indonesia, English is one of the subjects that have to be taught in formal schools in certain levels, and the students are expected to be able to master it. Based on the principles of school-based curriculum proposed by the Indonesian National Education Department (2006: 278), one of the main purposes of English teaching and learning implementation in the junior high school level is to improve the students' communication competence in spoken and written forms to achieve a functional literacy level: a level that allows the students to communicate in spoken and written forms to solve daily problems

English is divided into four major skills: listening, speaking, reading and writing. Among the skills, writing is considered as one of the most difficult skills since there are many aspects to be considered in a writing process such as grammatical rules, writing mechanics and vocabulary mastery. However, it is necessary to master writing since writing is an important communication means used in nowadays life. People can deliver various ideas and information through various forms of written texts for various purposes. In addition, a good writing ability can lead a person to have better jobs and careers. Furthermore, Kern (2000: 171) explains the benefits of writing for English as Foreign Language (EFL) learners: developing the learners' ability to construct ideas, thought, and feelings; improving their communicative ability and sensitivity towards the relationship

between forms and meanings in English texts; giving more time to process the language than the time given when they are dealing with speaking section; and allowing them to express their imaginative worlds that sometimes cannot be expressed orally.

Furthermore, writing fluency is one of the difficult writing skills faced by low and average proficiency students (Hiew, 2010: 23). It requires a writer to create a written product not only in a smooth way and without hesitation, but also in a well-grammatical structure and good sequence in order to make the readers understand the intended purposes. However, being fluent in writing requires good but not necessarily perfect understanding of accuracy aspects like grammatical agreements and writing mechanics. Furthermore, it is believed that facilitating the students to improve their writing fluency will lead them to gain a lot of benefits such as increasing their positive attitude, confidence, and motivation towards writing. Moreover, by dealing with fluency activities, students are allowed to express their ideas and thought with more freedom and to maximize their opportunities to have fun with the learning process.

However, after doing interviews with the students of grade VIII D at MTs Negeri Kawunganten and the English teacher, as well as observing the teaching and learning process and the writing products, the researcher found that the students' writing fluency was still relatively low. The students seemed to be confused during the writing process, and could not perform smoothly in writing. It was still difficult for them to generate and deliver ideas through writing. Moreover, they often faced problems dealing with grammatical rules, vocabulary

use, text organization, and writing mechanics as well. They still found it difficult to deal with grammatical agreements such as deciding which tenses to apply when they were going to make a sentence. Next, they often got confused in choosing the words that could represent the ideas they wanted to convey in English since they had poor numbers of vocabulary. They also had low awareness of punctuation and capitalization application, and some of them could not produce well-organized texts since they rarely used conjunctions. In addition, the teacher did not provide the students with enough practices to improve their writing. The most activities held during the English teaching and learning process were focused on the reading activities.

Considering the benefits of being fluent in writing for an English language learner, the researcher thought that there must be some efforts to improve the students' writing fluency. One way that can improve the writing fluency is doing regular practices. Fluent people from various back-ground achieve their fluency through doing practices frequently which are supported by the guidance from the more expert ones who can help and supervise them (Binder, Haughton, and Bateman, 2002: 5). Conducting a writing journal technique is believed to be able to provide the students with more writing practices. In addition, it is also regarded as a technique that can build "a risk-free environment" in teaching writing, since it allows the writers to explore ideas freely without being too worried about making mistakes and errors (Fullwiler, 1989 in Hwang, 2010: 102). This technique can also be a way to gain deeper understanding of grammatical rules, text organization, and writing mechanics as well as to enrich the students' vocabulary.

Therefore, the writing journal technique is regarded as a technique that could be used to overcome the problems and to help the students improve their writing fluency.

B. Identification of the Problems

The researcher conducted several observations and interviews with the English teacher and the students to identify the problems influencing the students' low writing fluency in grade VIII D of MTs Negeri Kawunganten. Based on the interviews and the observations, the researcher found several problems related to the teacher and the students.

The first problem was related to the teacher. The English teacher of grade VIII D at MTs Negeri Kawunganten did not provide the students with enough activities in writing. She tended to ask them to complete the missing parts of a paragraph or a sentence, and to rearrange jumbled paragraphs into a well-ordered text. The teacher was worried about giving writing tasks to the students because she assumed that it would make the students confused instead of understanding the materials. As a result, there were not enough writing practices provided to improve the students' writing fluency, and the students had only few opportunities to apply writing knowledge they had learned in the class. Moreover, the teacher did not optimally utilize the LCD projector that had been provided in the classroom. She also rarely used pictures, videos, and other kinds of visual media that led the class situations to be monotonous and less interesting. The last, the teacher did not have sufficient attention towards the tasks. She often made her

own tasks spontaneously in the class, and sometimes mistakes were made due to her less preparation.

The second problem was related to the students. Due to the limited practices, the students writing fluency tended to be low. They still found difficulties to generate ideas when they were dealing with writing activities, and they still seemed to be confused to formulate sentences to convey what they intended to say through writing. Furthermore, dealing with grammatical rules, they still made several mistakes and errors such as deciding the tenses to use and harmonizing the grammatical agreements including the subject-verb agreements as well as the noun-pronoun ones. They also misspelled the words quite often. In addition, since they had poor vocabulary mastery they often chose incorrect words to represent their ideas. Next, they were not really aware of writing mechanic aspects such as punctuation and capitalization, and some of them could not produce well-organized texts since they often missed the use of conjunctions to connect the sentences in the texts.

Based on the problems above, the researcher applied the writing journal technique to cope with these problems. It could be a good way to solve them since the writing journal technique has many advantages. It could become not only a way to monitor the students' writing progress, but also a solution to overcome the lack of writing practices. Besides, through the writing journal technique, the students could improve their understanding related to grammatical rules, organization, writing mechanics as well as enrich their vocabulary since they were given more opportunities to apply writing knowledge they had. Moreover, the

students could get more motivation from the feedback given by the teacher in various form including the compliments and the suggestions related to their journal entries.

C. Limitation of the Problems

Based on the descriptions about identification of the problems, the researcher and the English teacher decided to focus on the problems related to how to improve the students' writing fluency. The researcher proposed to apply the writing journal technique due to its advantages that can solve the problems mentioned earlier, and the proposal was agreed by the teacher.

Several of the advantages are providing more opportunities for the students to practice writing and to apply writing knowledge they have; facilitating them to gain better understanding of grammatical rules, text organization, and writing mechanics; and enabling them to enrich their vocabulary. These advantages can support the students to improve their writing fluency.

In addition, Kern (2000: 193) says that journal writing is a technique that can encourage writing habit, develop writing fluency, as well as help the students improve their motivation and attitude towards learning writing.

D. Formulation of the Problems

Based on the background and the limitation of the problems presented above, the research problem is formulated as: how is the writing journal technique

used to improve the writing fluency of grade VIII D students at MTs Negeri Kawunganten?

E. The Objectives of the Study

The objective of this research is to improve the writing fluency of grade VIII D students at MTs Negeri Kawunganten by using the writing journal technique.

F. The Significance of the Study

1. For the English teacher, the research findings can show her how the writing journal technique can improve the students' writing practices and fluency. Furthermore, the research can enrich the teachers' knowledge about writing skill theories.
2. For other English teachers, this research can be a model that can be applied in order to improve the quality of the teaching and learning process.
3. For the students, through the writing journal activities, they are facilitated to practice English writing more and to apply the writing knowledge they have. This technique is also a kind of less-burdensome activity as it allows the students not to worry about making mistakes and errors.
4. For the researcher, doing this research can enrich her experience and knowledge in educational research.
5. For other researchers, this research can be a consideration and a reference when they are going to conduct similar researches.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Theory of Writing

a. The Nature of Writing

Sokolik (2003) in Linse (2005: 98) states that writing is all about a set of processes and products. The processes are shown up through the activities of gathering ideas and thought which will be formulated, organized and presented as written products to the readers.

Looking through an approach of writer-oriented research and teaching, Hyland (2002: 22) even divides writing into three dimensions of process. They are:

1) Writing as a personal expression

According to this view, writing is recognized as a developmental process that allows the writer as an individual to express whatever s/he wants as creatively as possible.

2) Writing as a cognitive process

Writing is seen as a kind of problem-solving activity that consciously involves the mind roles and the mental processes of a writer. Zamel (1983) in Hyland (2002: 25) states, "Writing is a 'non-linear' exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to

approximate meaning.” Cognitive value involvement leads writing to have a set of processes which consists of planning, drafting, revising, and editing.

3) Writing as a situated act

This view draws writing as an actual and social performance in which a writer will be influenced by personal and environmental condition every time s/he creates written works.

Meanwhile, in its relation with reading, writing is interpreted as an active process that invites a writer to discover and construct certain meanings, and then interpret the information to the readers. This definition directly links with the process of reading which insists a reader to re-construct and re-discover the interpretation by considering his/her experience and background knowledge (Horowitz, 1998; Smith, 1987; Spivey, 1987, in Reid, 1993: 15).

Furthermore, considering the relationship between writing and speaking as productive skills, they have several significant differences that lead writing seems more difficult. Johnson (2001: 285) categorizes the differences as follows:

1) General

- Unlike speaking ability that everyone can master even only through autonomous learning, writing needs to be taught. It means that during a writing learning process the learners have to be guided to be able to gain understanding and knowledge of writing.
- Writing demands a more well-organized structure than speaking does for several reasons. First, it is because writing has limited capability in conveying ideas. Repetition and clarification cannot be done directly through a written

text. Whereas, in a speech, a speaker can immediately modify the message to be clearer and more understandable. The second is the permanence of a written text. It is different from a speech that may be faded away soon after it is spoken, a written text will leave a printed form that is expected to be understood whenever it is read. The last is writer's uncertainty about the readers. When a writer writes something, s/he has no exact ideas about the ones who will read his/her written works. That is why a writer has to organize the text as well as possible in order to make sure that everyone who reads it will understand the intended purposes.

2) Linguistics

- In writing texts, especially the formal ones, we will rarely find short forms such as didn't, can't, and the like. They are replaced by the complete forms like 'did not' and 'cannot'.
- In writing, the aspects like intonation, stress, and gestures are not recognized as important as in speaking activities. The success of meaning delivery tends to be affected by the way a writer manages the words as well as the mechanics including punctuation and spelling.

3) Functional

We may find that 'reporting language' is used more often in writing rather than in speaking.

However, these differences are the result of a comparison between relatively-formal writing and commonly-used speaking. So, if the items were

varied, for example, by changing them into an informal writing text and a formal spoken form, the differences might become non-sense.

Furthermore, related to the process to produce written works, Harmer (2004: 4) claims that although a writing process must be affected by the content and the type of writing works, even by the medium used to write, four main elements must be involved every time it is conducted:

1) Planning

In this stage a writer just simply thinks about what s/he is going to write. Generally, these three issues will be the main consideration: the purpose of writing, the target readers, and the sequences of how the content will be arranged.

2) Drafting

Drafting is recognized as the first version production in a writing process. Next the draft may be edited and revised before becoming a fixed written work.

3) Editing (reflecting and revising)

When a writer realizes something must be deleted, added, and replaced and starts to put various marks on his or her writing, s/he is exactly dealing with editing stage. In this stage readers allowed the writer to reflect and revise the works.

4) Final draft

Final draft is the written product which is ready to be presented to the readers. Usually there are several parts that are different from the first draft since there must be several changes done during the editing stage.

In conclusion, writing can be defined as a process of delivering thought and ideas through a written form. The things that influence the process may be varied from the writers' personality to the social environment. Compared to the other skills taught in English Language teaching and learning, writing is regarded as the most difficult skill since it deals with the structural rules and the mechanics that enable the composition to be well organized and the meaning to be clearly understood.

b. Types of Writing Performance

According to Brown (2004: 220) there are four main types of writing performance. They are:

- **Imitative.** This is the earliest stage that can be a way to pep up students' senses towards writing. We can apply this type to the beginners since this is the simplest type among the others. The students are just simply asked to imitate certain written texts or sentences. They are expected to be aware of spelling, punctuations, and other aspects of writing mechanics. The focus of this writing type is the structural rule application while context and meaning of the writing products get less attention.

- Intensive (controlled). The concerns are not only about applying proper writing mechanics and grammatical agreements, but also choosing appropriate vocabulary that meet with the context. Although both form and meaning of the written products are involved in deciding the correctness and the appropriateness, the structural forms are still being the part getting the most attention.
- Responsive. Unlike imitative or intensive types that focus on the internal parts of sentences, a responsive type tends to concern with the way how sentences and paragraphs can be connected each other in appropriate ways. It requires writers to be more focused on the discourse level. Certain guidelines and criteria can be applied when this writing performance type is implemented in pedagogical directives.
- Extensive. Writers are not bounded by certain rules and criteria when they are dealing with this type of writing performance. Otherwise, it provides them with freedom to manage their writing works. The focus is that whether the writers can achieve their writing purposes and arrange the ideas logically or not. Meanwhile, the grammatical form is not really concerned, but only in a limited amount.

c. Micro- and Macro-Skills of Writing

Brown (2004: 220) says there is a taxonomy that can be the guidance to set writing assessments. The classification includes micro-skills which are exactly

appropriate to be applied in imitative and intensive writing performance, and macro-skills which are necessary to be applied in responsive and extensive ones.

Micro-skills of writing include:

- Produce graphemes and orthographic pattern in English.
- Produce writing at an efficient rate of speed to suit the purposes.
- Produce an acceptable core of words and use appropriate order patterns
- Use acceptable grammatical system (e. g., tense, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in writing discourse.

Macro-skills of writing include:

- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meaning when writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Teaching Writing

Considering the focus in a teaching writing process, Kern (2000: 180) proposes three main approaches:

1) Product-oriented approach

This approach concerns with the internal and structural patterns of writing. The focus is dealt with grammatical rules, sentence arrangements in the text, and other writing structural aspects.

2) Process-oriented approach

Instead of drilling students to produce well-organized writing works, process-oriented approach emphasizes on leading the students to express their creativity and guiding them to reconstruct and to reorganize their writing to be better. In this approach, the students are expected to have centre roles along the process.

3) Genre-based approach

The focus of this approach is on the students' ability to formulate communicative writing. The emphasis is not about how grammatical their writing works are, but how well they organize their writing to be understood by the readers.

Dealing with the genre-based approach, Hyland (2003: 137) proposes a five-stage concept that enables the teacher to arrange suitable tasks during the teaching and learning process. Here is the diagram presented by Feez (1998) in Hyland (2003: 138)

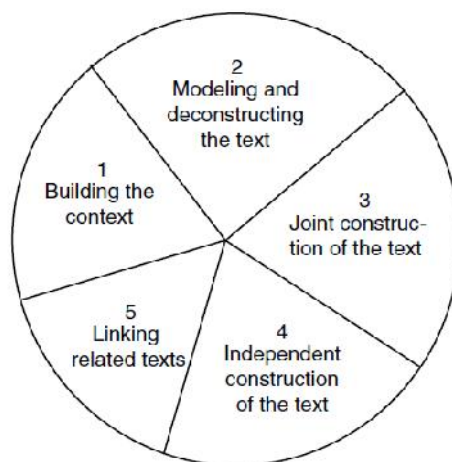


Figure 1: Stages of Teaching and Learning Cycle

In the first stage, all of the activities are expected to lead the students to recognize the text and gain the understanding of the context. After that, in the modelling and deconstructing stage, the students are presented with examples of the texts, introduced to certain parts in the text, and involved in the activities related to the text-feature analysis. Meanwhile, in the third stage, they start to build their understanding through practicing writing. Here, they are allowed to collaborate with their teacher and peers. Soon after the independent construction of the text stage is implemented, guidance for the students is officially removed. They are expected to create their own drafts which depend on their own understanding and summary. Furthermore, the last stage enables the students to make connections between the discussed materials with other context that can lead them to have deeper and wider understanding.

Next, Harmer (2004: 41) describes several roles to be fulfilled by a teacher in a writing teaching and learning process. They are:

- Demonstrating –the teachers have to make sure that their students are aware of fundamental rules, arrangements and certain features in writing. Through convention demonstration, the students are expected to have more attentions when they are dealing with writing works.
- Motivating and provoking –the students often find it difficult to deliver the ideas in their mind into a written form. This is the time for the teacher to stand as a motivator and a provocateur that persuades and supports his/her students to continue their writing.
- Supporting – the students need the teacher's help not only when they start to write but also when they are working on their writing. The teacher is expected to be as supportive as possible to help the students overcome the difficulties.
- Responding –responding is one of the ways for the teacher to react towards the students' writing works. The responses can be related to the content, the text construction, as well as the feeling towards the text that can be delivered through comments and suggestions.
- Evaluating –it is the time when the teacher can tell the students about how well they have done their writing works. Through evaluating, the students' progress and achievements in writing can be seen. What makes evaluating different from responding is that in evaluating, the teacher is allowed to grade the works. Furthermore, evaluating can be a learning opportunity that allows the students to realize the mistakes they made and then to try to put them right.

e. Feedback on Writing

Leki (2006) in Zaman and Azad (2012: 139) proposes an important point that feedback can help create a supportive teaching environment and “socio-academic” interaction during the teaching and learning process. Furthermore, it also provides the learners with information whether they are in the right track or not, and when they are not, feedback will guide them to the right one.

According to Harmer (2007: 151), when feedback is applied upon written works, it should affect the learners’ language use in future. Furthermore, feedback can be focused on both content and form. Feedback on content emphasizes on text organization, ideas, and a number of details. Meanwhile, feedback on form focuses on grammatical principles and writing mechanics (Fathman and Walley, 1990 in Zaman and Azad, 2012:140).

Considering the way how a teacher gives written feedback, Harmer (2001: 110) divides the techniques into two:

1) Responding

Responding is different from assessing or evaluating since it focuses on the thought of the writing works, for example the teacher can say how good the works are or how successfully the students can deliver the intended meaning. Furthermore, dealing with the progress, the teacher can suggest the things that the students should do to make their writing better. The important thing in responding is that the feedback has to support the students’ writing improvement and raise their motivation instead of increasing their anxiety towards writing.

2) Coding

This technique enables the students to realize their mistakes and errors. By using certain codes, the correction seems to be neater, more understandable, less threatening, and more helpful compared with the use of random marks.

In addition, Hyland (2003: 181) suggests another variety of teachers' written-feedback called rubric. It makes use of such a coversheet containing certain criteria to assess the students' writing works and performance. This technique is oriented to explicit grading that can be applied to respond final drafts.

Furthermore, besides showing the feedback through written forms, a teacher is able to give oral feedback through a face-to-face conference. Zamel (1985) in Hyland (2003: 192) says that the teacher and the students who hold this technique tend to get positive impacts since a conference can provide them with more-detailed discussion. Ruane and Dunn (1985) in Reid (1993: 220) also explain the advantages of conducting a conference to respond writing works as follows: for the students, they are allowed to raise questions and problems they find during their writing process and able to get clearer clarification, guidance, and advice from the teacher; for the teachers, they can monitor the students' writing progress, lacks, wants, and needs as well.

Moreover, there are other practical issues that can be applied to respond to the students' writing. One of them is peer feedback that gives encouragement to the students to have cooperative and collaborative learning in the classroom (Brown, 2004: 270). In addition, through peer feedback, the quality of writing as well as the understanding of good writing can be developed (Hyland, 2003: 198).

f. Teaching Writing in Junior High School

Based on the principles of school-based curriculum proposed by the Indonesian National Education Department (2006: 278), the main purpose of English teaching and learning implementation in the junior high school level is to enable the students to have the following competences:

- 1) Improving communication competence in spoken and written forms to achieve a functional literacy level: a level that allows the students to communicate in spoken and written forms to solve daily problems
- 2) Having awareness of English Language essence and importance to improve the competitive capacity of the nation in global society
- 3) Developing students' understanding of the relationship between language and culture.

Furthermore, the following table shows the standard of competence and the basic competence of writing for grade VIII in the junior high school. Those are beneficial to be the guidelines to explore the main materials, the learning activities, and the indicators as well.

Table 1: Standard of Competence and Basic Competence of Writing for Grade VIII in the First Semester

Standard of Competence	Basic Competence
6. Expressing the meanings through functional written texts and simple essays in the form of descriptive and recount texts in order to interact with the surroundings.	6.1. Expressing meanings through simple functional texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings. 6.2. Expressing meanings and rhetorical steps through simple short essays in the form of descriptive and recount texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.

Table 2: Standard of Competence and Basic Competence of Writing for Grade VIII in the Second Semester

Standard of Competence	Basic Competence
12. Expressing the meanings through functional written texts and simple essays in the form of recount and narrative texts in order to interact with the surroundings.	<p>12.1. Expressing meanings through simple functional texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.</p> <p>12.2. Expressing meanings and rhetorical steps through simple essays in the form of recount and narrative texts by using written language accurately, fluently, and appropriately in order to interact with the surroundings.</p>

2. Theory of Writing Fluency

a. The Nature of Writing Fluency

Briere (1966) in Hwang (2010: 101) states that one of the most problematic issues in teaching writing is deciding which one that has to be focused first, whether it is quantity or quality of writing. He defines quantity as the number of words or sentences written within a fixed period. Meanwhile, quality is valued by considering grammatical rules, coherence, and ideas.

Several experts tend to relate writing fluency with the quantity term. Brown (1994) in Fellner and Apple (2006:19) refers to fluency as “saying or writing a steady flow of language for a short period of time without any self- or other correction at all.” Related to this statement, Fellner and Apple (2006: 19) mention that this definition leads to a conclusion that the longer a flow of language and the more words a writer produced, the more fluent a writer is.

However, there are other views clearly explaining that writing fluency is related not only with the quantity of writing, but also the quality as well. According to Brand and Brand (2006) in Hwang (2010: 101), “The general meaning of fluency is defined as completing an activity or a task effortlessly, so that the students complete activities and tasks automatically, fluidly, rapidly, quickly and accurately.” Likewise, Lanin (2007) in Hwang (2010: 101) interprets the concept of writing fluency as the ability to organize coherent and cohesive texts with well-grammatical structures that can be easily understood by the readers.

All in all, writing fluency concerns both the quantity and the quality of writing at once. However, writing fluency requires good but not necessarily perfect understanding of accuracy aspects like grammatical rules and writing mechanics. Based on Cassanave’s (2004) explanation in Hwang (2006:102), focusing on writing fluency enables a writer to write more expressively and freely without worrying about grammatical rules and other accuracy aspects. In addition, focusing on fluency is a way that frees up the writer’s creativity, problem-solving ability, and other high-order application. It has less attention towards the mechanics of the performance (Bloom, 1986 in Binder et al., 2002: 5).

There are many researchers revealing the benefits of focusing on fluency in writing teaching and learning processes. Most of the participants involved in the research tended to have more confidence and less anxiety towards writing after dealing with fluency activities more. Since then, they could explore their ideas and thought better (Vanett and Jurich, 1990; Cassanave, 2004; in Hwang,

2010: 102). Likewise, Herder and King (2012: 128) explain that fluency activities can facilitate the students to fulfil their natural right to be confident and to have high motivation towards writing.

b. The Strategies for Writing Fluency

According to Binder et al. (2006: 10), repetition is a key of great achievement in various performances. Just like artists, athletes, and musicians who have to practice regularly to master their fields, to be fluent, writers have to do the same. Moreover, he also states that besides practicing frequently, in order to be fluent there must be guidance, help, and motivation from more expert ones (Binder et al., 2006: 5).

Likewise, Herder and King (2012: 128) draw an analogy between swimming and writing. Having the similarity to writing, swimming is a skill that has to be learned first. It is not like the ability to walk or run that may be mastered naturally. Therefore, to achieve certain competence in swimming, swimmers have to do a lot of practices, and to achieve the competence in writing the writers have to do so.

In addition, practicing writing regularly can facilitate writers to have authentic-communication situations that enable them to apply and transfer the structural formulas they have learned. Herrero (2007: 5) says that the students will not be able to produce grammatical writing successfully when they spend most time dealing with memorizing the formulas and practicing the points in such isolated situations. Therefore, not only providing with opportunity to be able to

write in smoother way, doing regular writing practices also leads writers to have deeper understanding towards structural formulas in writing.

It is clear that an effective way leading to achieve writing fluency is practicing. Dealing with the efforts to improve the students' writing fluency, the students must be provided with adequate opportunities to practice writing. Meanwhile, before, during, and after the writing process, the teacher is responsible for covering the roles as a guide, a helper, and a motivator in order to support the students' writing fluency improvement.

c. Measuring Writing Fluency

Binder et al. (2002: 6) describe that the easiest ways to measure fluency are conducting repeatable activities and then counting the time that participants need to complete the activities. Likewise, Latif (2008: 3) reports that many experts implement the count of number of words produced per minute. In addition, he shows that the other writing measurement techniques applied frequently are focused on holistic scoring of the text, the number of correctly-spelled words written, the number of sentences written, and the number of letter sequences. He also suggests considering the mean length of translating episode and the mean length of the chunk of text produced as the alternative measurements.

Dealing with the relationship between fluency and expression freedom in responsive and extensive writing, the scoring techniques proposed by Brown

(2004: 241) can be addressed as references for writing fluency measurement.

Those techniques include:

1) Holistic scoring

This technique views the written product as a whole without paying too much attention to the details. The score is taken from the overall impression towards the script. Weigle (2002: 112) proposes a TOEFL® writing score rubric as a good example of a holistic scoring rubric. It divides the writing achievement into six levels with particular characteristics for each level.

2) Primary trait scoring

Primary trait scoring emphasizes on how writers achieve the goal of the text effectively. Considering the principles, a writer who is dealing with persuasive text will be regarded as successful only if s/he is really able to persuade the readers. There is no exact rubric for primary trait scoring since it depends on the kinds of related texts.

3) Analytic scoring

This is the most complete scoring technique compared to the other two. The focuses of analytical scoring emphasize on how orderly a writer organizes the text, how logically the contents are arranged, how well grammatical rules are applied, how appropriately various writing conventions are implemented, and how precisely styles and expression are accomplished. This scoring technique can be applied in classroom writing evaluation since it enables the teacher to figure out the students' weaknesses and strength towards writing. Furthermore, in formulating the rubric, the five aspects including content, organization,

vocabulary, language use, and writing mechanics should be scaled and then interpreted into certain levels of achievement for example from “excellent” to “very poor” level.

In conclusion, there are many choices of techniques for measuring fluency. Nonetheless, the application should be adjusted with the needs, the measurement purposes, the subjects, as well as the environment conditions. One of the techniques implemented in this research was comparing the length of written product with the amount of time consumed for the production process. Furthermore, since accuracy is regarded as part of fluency, the analytic scoring was also implemented, so that the students’ improvement related to the content, organization, vocabulary, language use, and writing mechanics can also be clearly examined. Meanwhile, the smoothness and the level of hesitation in writing can be observed when a writing activity is going on, or just simply asked the writers to reflect on their own progress through interviews.

3. Theory of the Writing Journal Technique

a. The Overview of Writing Journal Techniques

Palmer, Hafner, and Sharp (1994: 225) state that journal writing has a similar purpose with log and diary writing: recording the things happened to the writers in written forms, along with their feelings and thought about the events. Furthermore, he views journal writing as a heuristic activity that can lead the students to learn by discovering and experiencing things by themselves. Moreover, through this activity, the students can improve their writing

performance since it provides them with the opportunity to practice more frequently.

Kern (2000: 193) explains that basically there are two types of journals. The first is personal journal which contains the writer's taught, feelings, and experiences recorded day by day just like a diary account. The second type is intellectual journal which contains the reflection about the writer's intellectual activities such as lectures, discussions, workshops, certain projects, and the like.

Palmer et al. (1994: 228) even draw more types of journals that can be used by educators. They are:

1) Personal journal

Basically, a personal journal is a journal written without any aim to be read by others; all the things written is for the sake of the writers. However, indeed, the writers may share it if they want to. Usually a personal journal provides much personal information about the writer.

2) Dialogue journal

The main principle of a dialogue journal is the existence of written dialogue between the students and the teachers. Through this journal they can communicate intensively since the students can convey ideas and the teacher will respond to them.

3) Buddy journal

A buddy journal allows the students to have written dialogues with their buddies. The aim of this journal is to provide them with writing and reading opportunity as well. Furthermore, it has to be highlighted that the

characteristics of a buddy journal are not as personal as the characteristics of the other two types described earlier. The students are expected to write logically and clearly, so that the aim of meaningful reading can also be achieved.

4) Literature journal

A literature journal can be produced as a result of literature reading activities. The teacher may ask the students to work in group in order to discuss the literature materials they have read.

5) Poetry journal

Poetry journal is a collection of students' favourite poetries. At the beginning, the students are asked to choose various poetries based on various categories such as humour and story. Furthermore, they are asked to write the identity of the poetries like the poem title, the title of the book containing the poetries, and the page number as well. After the students have finished with the lists, they can start copying the poetries into their poetry journals.

6) Academic journal

Academic journal writing can be held at the end of the class to summarize the day's content that has been discussed during the class. The students are expected to review the materials that have been taught at that day and give their comments towards the materials. Since then, the academic journal can be beneficial for the students to know their own ongoing progress and to guide them in their studies. In addition, it also can be a means to remind the

students of the list of important points covered in the teaching and learning process.

7) Process journal

A process journal can be a report showing the students' progress in their certain writing project. The students are expected to write what they have done and what they will do next as the plans. For the students, this is can be the reflection of their own writing performance. Meanwhile, for the teacher, a process journal allows them to observe the students' way in organizing their thought into written forms.

8) Reflective journal

A reflective journal contains the notes of the students' learning experience and their analysis of the learning principle application. Through this journal, the students become more aware of the things they do not realize before. Moreover, the students can really feel the advantages of the materials they got during the teaching and learning process.

Before conducting a writing journal technique, Reid (1993: 162) proposes several basic guidelines to do to such as starting the journal with small scale, explaining the rules in detail, showing several examples of journal entries and then analyzing them together with the students. Furthermore, for the procedures of journal writing, Silverman, Hughes, and Wienbroer (1999: 129) suggest several guidelines:

- 1) Write regularly.
- 2) Use the best notebook.

- 3) Make sure that the writing is clear enough to read, so that it is better to write in ink.
- 4) Date every journal entry.
- 5) When there is no topic to write, just write everything in minds.
- 6) Write without worrying about the correctness. Let the creativity and the ideas flow as freely as possible.
- 7) In free time, spend times to check and read the journal. Correct the mistakes or add anything that can make the journal better.

To sum up, a writing journal technique can be defined as a means to express various ideas and thought in writing. When it is applied in language teaching and learning process series, it allows the students to free their creativity up and facilitates them to learn through their experiences. Furthermore, both the teacher and the students have to participate firmly and support each other in order to achieve successful writing journal technique implementation.

b. The Benefits of the Writing Journal Technique

Fulwiler (1987) in Hwang (2010: 102) illustrates “a risk-free environment” to represent the atmosphere of journal writing as one of writing-fluency-oriented activities. He says that it allows the participants to play with the ideas and the language freely and helps them lower the fear of making errors and mistakes in writing.

Furthermore, Harmer (2004: 127) says that if journal writing is conducted successfully, it will not only support their improvement of writing fluency, but

also give positive impacts towards their writing motivation. In addition, he also describes other benefits of journal writing in various terms. First, since journal writing allows the writers to express what they think and feel, it can be a reference reflecting what is actually happening or has happened. Second, the freedom of expression is provided in journal writing activities. It is shown by the feature of journal writing that allows the writers to write without worrying about genres. Next, journal writing can be a means of a student-teacher dialogue. By looking through the students' journals, the teacher is able to know the students' condition whether it is a personal or academic matter. Likewise, Silverman et al. (1999: 12) mention that since a writer must deal with certain subjects or topics every time s/he writes a journal entry, the journal account can also be a source of ideas.

Considering the views explained above, it can be seen that writing journals has many advantages in various aspects. In writing field, it can improve the writers' writing habit, fluency, attitude, and motivation. Moreover, it can also build a teacher-student connection through written dialogues that can improve the quality of the teaching and learning process. In addition, writing journals becomes not only a means to express various thought but also a way to reflect and a source of ideas.

c. The Follow-Ups of Writing Journal Activities

Since responding to the students' journal entries as a whole may be very time-consuming, Casanave (1993) in Herrero (2007: 4) recommends not giving

comments and correction on every single idea; whereas, it is better to comment briefly, clearly, and meaningfully on the content.

Furthermore, a direct correction related to grammatical mistakes and errors on the students' journals does not give any significant impact towards the students' writing ability. Otherwise, the teacher's comments and messages towards the texts can encourage the students to use a higher-level proposition (Kepner, 1991 in Kern, 2000: 218). Likewise, Dubin and Olstain (1986) in Reid (1993: 230) report that when a writing activity is conducted to lead the writers into automaticity and effective communication, an exclusive focus on structural elements will not be significantly useful.

Besides, Reid (1993: 163) reports that journals should not be evaluated but credited. Through the credit points, the completeness of the students' journal entries can be shown. That is why every time the students write anything on their journal accounts they are expected to always put the date to make the counting easier. Palmer et al. (1994: 230) also propose the use of credits as a simple way to evaluate writing journal activities. Moreover, it is needed to record the students' absence on their writing. This information can be saved in a grade book or the like as a track record of the students' journal writing performance.

In summary, it does not make any sense when every response given to the students' journals is related only to grammatical aspects and other structural agreements since journal writing focuses on communicative purposes. They recommend recording the students' journal entry completeness in a credit account.

However, giving positive comments is still needed in order to encourage the students' motivation and attitude towards writing.

B. Related Studies

Dealing with the efforts to improve writing performance, there are many researchers attempted writing-journal-technique-based studies. The kinds of journal implemented in each research might be varied. However, they still have the same principles and concepts in providing writing practice opportunities.

Fellner and Apple (2006) conducted a study by making use of an online diary called blog. This technique had similar principles to a personal journal. The program was implemented intensively in seven days. The students were asked to post an email in 20 minute free-writing session every morning. Besides, they were also asked to deal with the other CALL programs such as web listening, reading, and vocabulary-building. As a result, it was not only their writing fluency that improved, but also their lexical frequency level.

To examine the effectiveness of a writing journal technique, Hiew (2010) conducted a study by introducing 30 students to writing literature-response journal activities. They were assigned to write one journal each day with a certain topic for seven days. The result was gained by comparing the total words in the first day and the seventh day. Moreover, the researcher also spread questionnaires to gain information about the participants' writing fluency progress. At the end of the research, she concluded that writing a literature response journal can be a means to improve the students' writing fluency.

Furthermore, Liao and Wong (2010) conducted a study examining the effect of dialogue journal implementation to second language students' writing fluency, reflection, anxiety, and motivation. They involved 41 students from grade ten. Each of the students was asked to produce 24 journals at two entries per week. Based on the data collected from the 984 students' journals, the interviews, the questionnaires, the pre-, and the post-test, the result exactly showed that the students' writing fluency improved after the implementation. Besides, the finding proved that the dialogue journal writing project also helped students improve their awareness, confidence, and motivation towards writing.

C. Conceptual Framework

This research was conducted as the researcher's and the English Language teacher's concern about the students' low writing fluency level at grade VIII D in MTs Negeri Kawunganten. Based on the interviews and the observations, the main obstacle causing this problem was the lack of writing practice opportunities. The teacher admitted that she rarely gave writing tasks since she was worried that the tasks would make her students feel more confused about the material rather than understand it clearly. Consequently, there were not enough writing practice chances for the students to improve their writing fluency. Due to this problem, the students often found it difficult to produce written works in a smooth way because there were many aspects that they had not mastered. First, it was still difficult for them to generate and deliver ideas through writing. It could be seen from their confusion and hesitation when they were dealing with the writing tests. Moreover,

they were still confused with the grammatical rules. They could not differentiate the kinds of tenses well and apply the principles to the texts properly. They also had low awareness of grammatical agreements including subject-verb and noun-pronoun agreements. Next, the students did not completely understand the application of writing mechanics. The researcher still found many mistakes and errors related to capitalization and punctuation in the students' writing works. Furthermore, since they had a limited amount of vocabulary, they often used inappropriate words to represent their ideas, and they also misspelled words quite often. In addition, many of them still produced unwell-organized texts since they rarely used conjunction words to harmonize the sentences.

As the solution, the researcher determined to implement the writing journal technique to improve the students' writing fluency. This decision was based on a consideration that journal writing can provide the students with more writing practice opportunities that can lead them to be more fluent in writing. Therefore, the students also get more opportunities to apply writing knowledge they have. Moreover, they can also make use of the journals they have written as the source of ideas and the means that can enrich their vocabulary. It was expected that the technique and the accompanying action implementation would help the students improve their understanding of grammatical principles, make them more aware of writing mechanics, and increase their vocabulary. In addition, it was expected that the writing journal technique can be a way to raise not only the students' writing fluency, but also their motivation and positive attitude towards writing.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is action research which consists of processes that provide information used to improve educational aspects through practices. Action research is regarded as an approach implemented by academicians to make a change in teaching and learning practices that is usually conducted collaboratively (McMillan and Schumacher, 2010: 444). Likewise, Koshy (2005: 9) states that action research is a set of step-by-step processes orienting to discover better point of views and understanding through reformation and modification.

Burns (2010: 9) proposes Kemmis and McTaggart's (1988) chart as the best way to represent the cycles of action research.

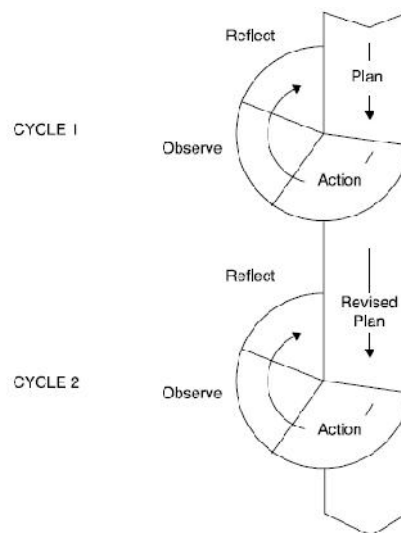


Figure 2: Cyclical AR Model Proposed by Kemmis and McTaggart

Regarding the aforementioned principles, the researcher considered action research to be the best way to solve the problems related to the students' writing fluency.

B. Research Setting

1. Place

The research was carried out in MTs Negeri Kawunganten which is located in Sarwadadi Street, Kawunganten Lor, Cilacap, Central Java. The school has adequate facilities including classrooms, offices, a library, laboratories, a mosque, a canteen, and a school yard. Moreover, most of the classes are facilitated with LCD. However, the library book collection is not complete yet. Most of the English books comprise various textbooks for junior high school students. Besides the textbooks, there are also English fiction books, but they are in a very limited numbers.

2. Time

The research was carried out in the second semester of academic year 2013/2014 from January to February 2014. It followed the school calendar and the schedule in which the English subject was taught.

3. Participants

The main subjects of this research were the students of class VIII D in MTs Negeri Kawunganten, Cilacap in the academic year of 2013/ 2014. There were 33 students in this class with 17 males and 16 females. In addition, the English teacher was also involved in this study. She acted as a collaborator who

helped the researcher implement every step of the research procedures. Her main responsibility was observing the action implementation and reflecting the results together with the researcher.

C. Data Collection

1. Types of Data

There were two types of data that were obtained in this research. They were qualitative and quantitative data. The data obtained through interview sessions and observations belongs to qualitative data. Meanwhile, the students' scores of the writing tests belong to quantitative data.

2. Data Collection Techniques

The qualitative data obtained in this research were in the form of field notes, interview transcripts, and photographs. Those data were obtained through observation and interview techniques. Furthermore, from various kinds of writing tests implemented in this research, the quantitative data were collected.

The processes of collecting qualitative data were explained as follows:

a. Observation

The observations consisted of a school observation and a class observation that were conducted in the reconnaissance stage, and ongoing observations that were conducted during the research. Field notes were used to keep valuable information obtained during the observation processes, such as the teacher's teaching performances, the students' attitude in the classes, and the changes or the improvement found when the research was going on. Moreover, the important

moments happened during the observation were captured and transformed into photographs to encourage the trustworthiness of the study.

b. Interview

There were several interviews that had been conducted in this study. In the beginning of the research, an interview with the English teacher was conducted to gain the information about the English teaching and learning situation including the problems that the teacher faced and the students' attitude from her point of view. Furthermore, the students were also interviewed in order to know their feeling during the teaching and learning process, their reflection towards the process, the difficulties they find during the process, as well as their confirmation related to the issues. Therefore, interviews with the teacher and the students were conducted when the research was going on until the end to know their feeling and opinions towards the writing journal technique implementation. Those interviews were recorded, and then transformed into interview transcripts.

Meanwhile, the process of quantitative data collecting was conducted as follows:

a. Writing test

Writing tests were managed to gain the data about the students' improvement in their writing fluency as the effects of the writing journal implementation. There were several kinds of tests: a pre-test, a test conducted to know the students' writing mastery level before the action implementation, and a post-test, a test conducted at the end of every cycle. The data were gained by applying the following measurement techniques: counting the number of written

words in certain fixed time, and implementing an analytical scoring rubric. Next, the aspects in each test were compared to each other, and then analyzed to draw the conclusion.

3. Instruments

a. Interview guidelines

Interview guidelines led the researcher to conduct the interviews well. Using interview guidelines enabled the researcher to complete the interviews in a right and sequenced order. In addition, interview guidelines helped the researcher make sure that the needed information has already been elicited.

b. Observation sheets

Observation sheets helped the researcher record the data collected during the research. Moreover, through the notes, the researcher was able to see the progress of the students' writing mastery.

c. Writing tests

Writing tests were implemented when the researcher needs to examine the students' achievement and progress. To gain the scores, the researcher made use of an analytic scoring rubric and the number of written word counting. The rubric that was applied in this research was proposed by Jacobs et al. (1981) in Weighl (2002: 116):

Table 3: Jacob et al's Scoring Profile

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate
ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate
LANGUAGE USE	25-22	<p>Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured</p>

(Continued)

(Continued)

	LEVEL	CRITERIA
	21-18	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	17-11	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate
	10-5	
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention - dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

d. A sound recorder

A recorder was used every time the researcher conducted the interviews.

Next, the conversations were transformed into scripts and then attached in the final report.

e. A camera

The researcher used a camera to capture important moments happening during the research. The pictures were able to describe the general sequences of the research.

4. Data Analysis Techniques

The stages that were conducted to analyze the qualitative data in this research were adapted from McKernan (1996) in Burns (1999: 6). Those stages included: (i) assembling data –collecting the data from various sources such as observation sheet, field notes, and so on; (ii) coding the data –reducing the amount of data by arranging them in more specific terms; (iii) comparing the data; (iv) building interpretations –thinking creatively and critically to make a conclusion based on the data; and (v) reporting the outcomes.

In this research, the qualitative data documented in various forms were assembled. The data, then, were reread and scanned to acquire general information. Furthermore, the data were reduced into more specific patterns, and categorized into various aspects. The qualitative data were managed by considering which information that belonged to certain concepts, such as the problems related to the teacher, the students, and the use of media. Since then the researcher could figure out more detail data that can support the study. Next, those data were compared based on their own categories and then displayed, so the researcher was able to see the differences among the data clearly. After the comparison among the data, the researcher analyzed and then interpreted the meaning of the data. Finally, the qualitative description about how the writing journal technique could improve the students' writing fluency could be concluded.

Meanwhile, the quantitative data were analyzed by using a descriptive analysis method. Soon after the quantitative data have been collected, they were input into a large list named code book (Soeharto, 2003: 143). The list contained a

series of numbers represented the subjects, a set of variables involved in the writing fluency assessment, and the scores gained by the subjects for each variable. Since the researcher made use of the writing rubric, there were extra columns provided for the sub-variables such as contents, organization, language use, vocabulary, and writing mechanics. Each of them was complemented by certain scales. The researcher also made use of Excel program to help her find out the means of the students' writing scores. Next, the scores that have been processed will be compared to each other, and then interpreted.

D. Data Validity

The validity of an action research result can be determined by looking at the research design and the methods used in collecting data (McMillan and Schumacher, 2010: 450). Burns (1999: 161) proposes five criteria that can be applied to examine the validity of an action research result: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The applications of those categories in the research are elaborated as follows:

1. Democratic Validity

This principle emphasizes on collaboration in action research to allow multiple voices to occur. To fulfill this criterion, the researcher considered the English teacher's opinion and suggestion as well as the students' views towards the research and the English subject.

2. Outcome Validity

This validity requires that the actions conducted in action research can really solve the problems successfully. This validity was fulfilled by the improvement of the students' writing fluency as the main purpose.

3. Process Validity

Since process validity's main concern is the research dependability, the processes of this research were arranged as competent as possible. To gain this validity, the observations were conducted from the beginning of the research to the end. Moreover, the valuable movements and the results gained during the research were kept in the form of field notes, so that how the processes were going on as well as the students' improvement could be seen.

4. Catalytic Validity

Catalytic validity requires that action research results can be the catalysts leading the subjects to have further actions. The research had fulfilled this validity since there were found other positive impacts after the action implementation. They are: the teacher's knowledge about English teaching technique was enriched, the students' motivation towards English learning increased, and the English class seems to go on in a better way.

5. Dialogic Validity

This kind of validity asks the extent of reviews from others towards the research practices and findings. This principle was fulfilled by holding discussions with the English teacher as the collaborator before and after the implementations of the actions. Moreover, the researcher also had some

discussion about the findings with the collaborator and some students of English Department in UNY. She let them give their opinions and criticisms towards the findings and the report as well.

E. Data Reliability

Trustworthiness is another important aspect that has to be ensured besides the research validity. According to Burns (1999: 164), these triangulations can be applied to test the trustworthiness of action research data and to impel ongoing analysis: time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. Those were the triangulation principles that were implemented in this research:

1. Time Triangulation

The data were not collected only in one point of time but added and completed when the research was going on. The data were collected through various techniques such as observations, interviews, and writing tests.

2. Space Triangulation

The data were collected through various processes involving the students with various backgrounds of knowledge and different levels of English proficiency. Since then, the limitations of studies conducted within one group could be avoided.

3. Investigator Triangulation

In this research, the researcher did not stand independently since the English language teacher was involved as the collaborator and observer. This

research also allowed critical friends to give opinions and suggestions towards the processes. Through this cooperation, vague observation results and perspectives could be avoided.

F. Research Procedure

Here is the explanation about the steps which were implemented in each stage of the research:

1. Reconnaissance

In this stage the researcher started collecting the data by interviewing the English teacher and the students. The class observation was also conducted in order to know how the English teaching and learning processes were performed. Furthermore, a pre-test was held as a way to identify the students' writing performances before the actions were conducted. Through these techniques, the significant problems could be clarified and formulated to be solved by implementing the writing journal technique.

2. Planning

After deciding the problems to solve, the researcher together with the teacher as collaborator discussed the best stages that could be applied in the writing journal technique implementation. They also discussed the materials going to deliver in explanation session, the activities that were going to be implemented, and the order as well. The actions that were planned to be implemented in Cycle 1 were as follows:

- a. Implementing the writing journal technique by assigning the students to write a journal entry every day,
- b. giving explanation related to grammatical rules and conjunctions,
- c. providing activities that enable the students to enrich their vocabulary,
- d. preparing worksheets,
- e. making use of the LCD projector optimally.

Moreover, the researcher also made course grids, lesson plans, and worksheets that designed to be implemented in four meetings.

3. Implementing the Action

In this cycle, the researcher implemented the writing journal technique and the accompanying actions in the teaching and learning processes. At the end of the cycle, a test was administered to the students in order to examine how far the writing journal implementation in the cycle affected their writing fluency. Those actions were carried out in four meetings.

4. Observing the Action

During the action implementation, the researcher and the English teacher as the collaborator observed the teaching and learning process. How the process was going on, how the actions were implemented, how the students participated during the class, and how the improvement was achieved were the things that were observed.

Furthermore, they also observed the results of the test conducted at the end of Cycle 1. The results of the test were compared with the pre-test's to examine the students' progress in writing. Meanwhile, the journals were checked and

responded by the researcher. Besides, they were credited as well to check the students' work completeness. The responses that were given included comments, suggestions, praises and recommendation. There were not too much correction about grammatical rules, writing mechanics, and other structural aspects. It was aimed to lower the students' anxiety towards this assignment as well as raise their motivation. However, it did not mean that those aspects were not concerned at all. The mistakes dealing with those aspects that were frequently found were noted, and then included in the next explanation session materials.

5. Reflecting the Action

The researcher evaluated the actions that had been implemented in the first cycle. After that, she described the effects of the actions and examined the obstacles found during the implementation. Moreover, the researcher also interviewed the teacher as the collaborator and the students in order to know their views and feelings towards the actions. Based on the obtained data, the next cycle was planned to make more significant improvement.

6. Revising the Plans

Considering the results of Cycle 1, the researcher decided to revise several points of the actions. The revised actions were:

- a. Implementing the writing journal technique by assigning the students to write at least one journal entry per week,
- b. giving explanation related to grammatical rules and writing mechanics,
- c. providing activities that enable the students to enrich their vocabulary,
- d. preparing worksheets,

- e. making use of the LCD projector optimally.

7. Implementing the Action

In this cycle, the researcher implemented the writing journal technique with revised rules and the accompanying actions in the teaching and learning processes. Similar with previous cycle, at the end of this cycle, a test was also administered to the students in order to examine how effective the writing journal implementation improved the students' writing fluency. Those actions were carried out in three meetings.

8. Observing the Action

The observation done in this cycle was similar to the previous one. The researcher together with the teacher as the collaborator observed the teaching and learning process and the results of the tests. The journals were also checked, responded and credited. The gained data, then, were documented to be reflected and concluded.

9. Reflecting the Action

The researcher evaluated the implementation of the actions based on the data gained in the observations. She also interviewed the English teacher and the students in connection with their opinions towards the actions. As a result, in this cycle there was a higher improvement than in the previous cycle. The research was considered to be successful to overcome the problems and improve the students' writing fluency. Therefore, the researcher needed to end the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research was aimed at improving grade VIII D students' writing fluency at MTs Negeri Kawunganten by implementing the writing journal technique. It was carried out based on the procedures that had been planned before. This chapter describes the processes as well as the result of the research.

A. Reconnaissance

1. Identifying Field Problems

To identify the problems, the researcher did three kinds of data collecting techniques. They were interviews, class observations, and writing tests. These three techniques were conducted before the action implementation.

First of all, from the observation that was held on 20th January 2014, the researcher did not find significant problems. Even though there were still several students who did not really pay attention when the teaching and learning was going on, the teacher had taught the students in a good order, managed the class well, and the students participated quite enthusiastically. A noticeable problem that the researcher found was a problem related to the teacher: that she did not really prepare the tasks for the students. The following is a part of the observation field note indicating the problem:

Furthermore, the teacher wrote several similar tasks (arranging words into good sentences) on the white board spontaneously. It seemed that the teacher did not really prepare the tasks since she changed the words in the tasks several times. Besides, she also came to the researcher and then asked

about the tasks. After that, she realized that there were several mistakes, one of them was she did not put the word “in” before “Pangandaran Beach” in the question number one.

(FN. 02-20/01/2014)

Furthermore, from the interview with the English teacher on 19th January 2014, the researcher found the problems related to the teacher and the students. There were two significant problems that came from the teacher. First, the activities provided were focused on reading skills. She did not manage the reading and writing activities in a balance amount, and did not facilitate the students to practice writing frequently. Therefore, the students could not apply the writing knowledge they had learned in class such as grammar and vocabulary and had relatively low understanding towards those aspects.

- R: *Bagaimana dengan pemberian tugas writing? sering gak Bu?*
(How about giving writing tasks, Mam? Do you often give it?)
- T: *Ya kadang lah ya. Kalau reading kan ya memang sering ya. Kegiatan writingnya kadang disangkutkan dengan kegiatan reading, ya sambil membaca ya menulis ya. Ya seperti melengkapi kalimat, melengkapi paragraf, kan ya termasuk writing? Ya begitulah, kadang.*
(Yah, sometimes. Indeed, I give reading tasks frequently. Meanwhile, the writing tasks are often integrated into the reading ones. While dealing with reading, we can also deal with writing activities, just like completing sentences, completing paragraphs; they are also included into writing activities, aren't they? Yeah, something like that.)

Second, she did not optimally utilize the LCD projector that had been provided in the class. The following interview transcripts are the evidences:

- R: *Apa alat yang tersedia telah dimanfaatkan secara maksimal?*
(Has it (the LCD projector) been optimally utilized?)
- T: *Kadang.*
(Sometimes.)

Next, from the interview, the students' lacks in writing were also revealed. First, it was still difficult for the students to deal with complexly-structured texts like recount. In addition, they also often copied the models when they were dealing with writing activities. Furthermore, considering the students' ability in writing, it was still categorized as low. The teacher said that most of them had low understanding towards grammatical rules and poor vocabulary mastery.

- R: *Jenis teks apa yang masih dirasa sulit?*
(What kinds of text do you find difficult to be mastered?)
- T: *Ya recount text. recount text yang susah. Kalau mungkin seperti short message kan teks pendek lah ya? Mudah. Ya sedikit paham lah. Kalau recount text kan memang teks ya? Pakai verb dua yang jadi kendala susah.*
(It is recount. On the other hand, short message text is quite easy. They understand about it well. However, recount is such a long text, isn't it? The use of verb II is the obstacle.)
- R: *Apakah siswa masih sering terpaku dengan contoh teks saat menulis?*
(Do the students still tend to be affected by the examples when they write?)
- T: *Iya. Masih. Jadi kalau misalkan suruh membikin kalimat atau text yang sama, ya ditiru.*
(Yes, they do. When they are asked to make the same kinds of sentences or texts, they will imitate the example.)
- R: *Dibagian apa kesulitan yang sering ditemui dalam pengajaran skill writing Bu?*
(In which part are the difficulties mostly found during writing teaching and learning process?)
- T: *. . . . Grammar, vocab. Ya itu vocab sama grammar.*
(The grammar, the vocabulary. Yeah, that's all, the vocabulary and the grammar.)
- R: *Mmm.. berarti kemampuan kemampuan Bahasa Inggris siswa secara umum?*
(Mmm.. so, it means that the students' English ability in general is...)
- T: *Kurang! Hehehe..*
(Low! Hehehe..)

(Interview transcript 1)

Besides, the researcher also found problems from the interviews with the students conducted on 20th January 2014. It was confirmed that the teacher,

indeed, did not optimally use various media and the provided equipment. Moreover, it was also proved that the students still tended to copy the models when they were dealing with writing activities. The following transcripts show the problems that were found:

- R: *Kalau disuruh menulis teks penuh yang panjang itu sering gak?*
(Are you often asked to make such a text?)
- S15: *Biasanya sih dijelaskan terus suruh mengerjakan LKS.*
(First, usually she will explain something and then we are asked to do our LKS.)
- R: *Berarti jarang ya?*
(So it must be seldom, right?)
- S15: *Iya.*
(Yes.)

(Interview transcript 3)

- R: *Terus, Bu Eti sering pakai gambar gak? Gambar, video.*
(So, does Mrs. Eti often use pictures? Pictures and videos.)
- S25: *Enggak.*
(No, she does not.)
- R: *Jarang ya? Pakai LCD juga jarang?*
(Doesn't she? How about using the projector?)
- S25: *Enggak, enggak. Gak make.*
(No, no. she doesn't.)
- R: *Terus kalau suruh nulis Bahasa Inggris susah gak?*
(Is it difficult being asked to write in English?)
- S25: *Kalau suruh nyonto gampang.*
(It is easy as long as we are allowed to copy.)

(Interview transcript 4)

In addition, from the observation that was done when the pre-test was running on 21st January 2014, several problems related to the students were revealed. First, many of them found it difficult to generate the ideas. Second, besides not all of the students brought their dictionaries, the ones who brought rarely checked theirs. Those problems obstructed their writing processes, so that

they could not write smoothly and fluently. The following field note shows those obstacles:

Some students still found difficulties. There were some of them saying that they did nothing in their holiday. The researcher helped them by asking, “How come you did nothing? You must play or do something else, didn’t you?” A student named Doni answered, “Yes, I played, Mam.” “What do we say ‘*main*’ in English, Nas?” Doni asked to Anas. The researcher continued to check the other students. There were other students asked about vocabulary and phrases, such as, “What do we say, ‘*setelah sampai disana*’ in English, Mam?” “What do we say ‘*mendapat*’ in English, Mam?” and soon. The students’ writing activities were obstructed since some students did not bring their own dictionary, so they had to borrow to the others. Moreover, there were also some students who, even tough, brought theirs, preferred to ask to their friends, the researcher, and the teacher rather than to check their own dictionaries.

(FN. 03-21/01/2014)

Meanwhile, from the writing test results, the students’ lacks in writing were discovered. These lacks can be seen through the pre-test result as follows:

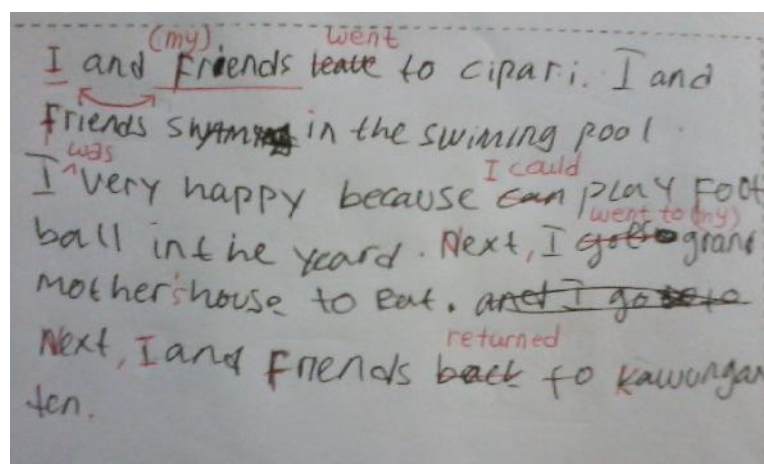


Figure 3: One of the Students' Text in the Pre-Test

First, it can be clearly seen that they had not understood the grammatical rules well. They often used the verb forms incorrectly and inconsistently. Some of them even missed to put verbs in their sentences. In addition, there were several

mistakes related to verb agreements. The students also produced frequent errors of pronouns, articles, and prepositions. Next, related to vocabulary mastery, theirs were categorized as relatively low. Most of the students had limited ranges of vocabulary. This condition led them to fail to describe what they intended to convey. Moreover, the students misspelled words quite often. Their writing was also dominated by errors of punctuation and capitalization. In addition, they rarely used conjunctions to connect sentences in the texts.

The following tables present the means of the students' scores in the pre-test. The means were obtained by considering the scores rated by both the researcher and the English teacher:

Table 4: The Students' Writing Score Percentage in the Pre-Test

Scores	Categories	Percentage
91-100	Excellent	0%
81-90	Very good	0%
71-80	Good	3.125%
61-70	Fair	65.625%
51-60	Poor	31.25%
41-50	Very poor	0%
Maximum		72.0
Minimum		52.5
Mean		61.64
Standard Deviation		3.52

Table 5: The Means of the Pre-Test Scores for Five Aspects of Text Writing

	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Means	21.14	13.89	13.32	9.94	3.56
Max.	25.5	16.0	16.5	9.5	4
Min.	17.0	11.5	11.5	11.5	3

Meanwhile, the mean of the words produced by the students per 30 minutes was 47.82 words, the maximum attainment was 119.5 words, and the minimum was 14 words.

From the explanation above, there were several problems found in the writing teaching and learning process. Those problems were categorized and summarized as follows:

Table 6: The Categorization of the Problems

No.	Categories	Problems
1.	The use of media	<ul style="list-style-type: none"> - The teacher rarely used the supporting equipment provided in the class (LCD projector) - The teacher provided limited varieties of media.
2.	The teacher's teaching style	<ul style="list-style-type: none"> - The teacher did not prepare the tasks well. - The teacher paid too much attention to reading activities. - The teacher did not facilitate the students' to practice writing frequently.
3.	The students' writing habits	<ul style="list-style-type: none"> - They had very few writing experiences. - They rarely applied writing knowledge they had learned. - They often copied the text model when they were asked to make writing products.
4.	The students' discipline	<ul style="list-style-type: none"> - Even though bringing their dictionaries, they rarely checked theirs.
5.	The students' writing skills	<ul style="list-style-type: none"> - They had difficulties in generating ideas, applying the grammatical rules, choosing correct vocabulary to express their intended meaning, organizing sentences, and dealing with proper spelling, punctuation, and capitalization.

2. Selecting the Problems to Solve

Based on the problem description above, it can be indicated that the main problem found in this research was the lack of the students' writing practices. The lack, then, led the students' to have low ability in English writing including the ability to generate ideas, to deal with grammatical rules, to organize texts, and to

make use of appropriate and various vocabulary as well. Therefore, the first thing that had to be concerned was making the students accustomed to English writing by facilitating them to have more practices.

Furthermore, the rests of the problems to overcome were related to teaching and learning implementation. The first was the less-optimal utilization of the LCD projector provided in the class, whereas it could be the way to maximize the teaching and learning performance. The next was the teacher's habits to give unwell-prepared task to the students. Besides it might waste the time that was allocated for the teaching and learning processes, it also enabled the teacher to give less-proper tasks for the students.

The students' writing fluency was the main focus to observe since it could cover the aspects recognized as the problems in this research. Its concerns include the smoothness and the confidence of a writer when s/he is dealing with writing activities, as well as the accuracy aspects that are regarded as factors that support written text communicativeness. However, its concerns related to accuracy aspects are not as firm as writing accuracy concerns. Therefore, it could lead the students to have less-burdensome learning atmosphere and support them to have better views and attitudes towards English writing.

The following table shows the problems that were found in the field and the main causes:

Table 7: The Field Problems and the Causes

No	Field Problems	Main Causes
1.	The students rarely applied writing knowledge they had learned.	The teacher focused more on reading activities, so that the students had limited opportunities to practice their writing and to apply writing knowledge they had learned before.
2.	The students still found difficulty in generating ideas.	
3.	The students had limited range of vocabulary.	
4.	The students had poor understanding towards grammatical rules.	
5.	The students did not apply writing mechanic principles well.	
6.	The students rarely used conjunctions to connect a sentence to another.	
7.	The teacher did not optimally utilize the LCD projector provided in the class.	The teacher tended to make use of handbooks, and rarely made use of media like pictures and videos, so that she thought that it was not really necessary to utilize the projector during the class.
8.	The teacher did not really prepare the tasks.	The teacher thought that since the tasks given to the students categorized as not complex, it was not necessary to prepare the tasks completely.

3. Determining the Actions to Overcome the Problems

Based on the selected problems to solve, the researcher and the English teacher agreed to do several actions to overcome the problems. The relationship between the problems and the actions is presented below:

Table 8: The Actions Implemented to Solve the Problems

No.	Problems	Actions
1.	The teacher focused more on reading activities.	- Implementing the writing journal technique.
2.	The students were lack of writing practices.	

(Continued)

(Continued)

No.	Problems	Actions
3.	The students still found it difficult to generate ideas.	
4.	The students rarely applied writing knowledge they had learned.	
5.	The teacher did not really prepare the tasks.	- Preparing worksheets for the students.
6.	The teacher did not optimally utilize the LCD projector provided in the class.	- Making use of the LCD projector optimally to show the teaching and learning materials and media.
7.	The students had limited range of vocabulary.	- Providing activities that enable the students to enrich their vocabulary.
8.	The students had poor understanding towards grammatical rules.	- Giving more explanation and models related to these principles during English teaching and learning.
9.	The students did not apply writing mechanic principles adequately.	
10.	The students rarely used conjunctions to connect a sentence to another.	

The actions formulated to overcome the problems were determined and planned by both the researcher and the English teacher. This collaboration was conducted in order to fulfil the concept of democratic validity that emphasizes on multiple voices. Besides, the students' voices and views related to writing activities were also considered as the basis of the action formulation. Furthermore, there were also several preparations conducted to support the success of the implementation. They consisted of:

- a. Deciding the topic
- b. Developing lesson plans
- c. Determining the activities

- d. Developing learning materials
- e. Formulating the tasks
- f. Designing the media

B. Report of Cycle 1

1. Planning the Actions

In the planning stage, the first cycle was planned to be conducted in four meetings. The actions that was planned to be implemented were described in the following table:

Table 9: The Action Plans and the Field Problems to Solve in Cycle 1

No	The Action Plans	The Field Problems to Solve
1.	Implementing the writing journal technique.	<ul style="list-style-type: none"> - The teacher focused more on reading activities. - The students were lack of writing practices. - The students still found it difficult to generate ideas. - The students rarely applied writing knowledge they had learned.
2.	Giving more explanation related to grammatical rules and conjunctions during English teaching and learning.	<ul style="list-style-type: none"> - The students had poor understanding towards grammatical rules and conjunction application.
3.	Providing activities that enable the students to enrich their vocabulary.	<ul style="list-style-type: none"> - The students had limited range of vocabulary.
4.	Preparing worksheets for the students.	<ul style="list-style-type: none"> - The teacher did not really prepare the tasks well.
5.	Making use of the LCD projector optimally to show the teaching and learning materials and media.	<ul style="list-style-type: none"> - The teacher did not optimally utilize the LCD projector provided in the class.

The first action was implementing the writing journal technique. The researcher had asked to the teacher about this plan, and she agreed on it. First, the researcher would give a book for each student and ask them to decorate the books by themselves. Furthermore, the researcher would explain the writing journal rules, the guidelines, and the examples of simple journal entries. Those three things were attached in the students' journal books. Next, the students would be asked to write every day. It did not matter how long they could write, how interesting the contents were, how grammatical and logical they organized their text, as long as they wrote every day. They were allowed to write about the things that they did at that day, new things they found, new people they met, feelings they had, and etc. They were also allowed to add pictures, photos, emoticons, or their favourite song lyrics if they want to. Besides as the way to provide the students with more frequent writing practices and to balance the activities between reading and writing, this technique was also expected to be the sources of ideas for the students that could help them generate ideas in writing. In addition, it could also provide the students with more opportunities to apply various writing knowledge and vocabulary they had.

Second, to help the students improve their understanding towards writing accuracy aspects the researcher planned to give more explanation related to the aspects. In this first cycle, the focus would be on grammatical rules and text organization including the application of conjunctions. The explanation would be conducted in the class that would also be followed up by other related activities and exercises.

Third, the researcher also planned to provide the students with activities that enable them to enrich their vocabulary. Some of the activities were identifying vocabulary presented in various media such as videos and texts, and discussing the vocabulary they usually used in daily lives.

The next plan was preparing more prepared tasks for the students in the form of worksheets. The worksheets would be formulated before the class, so that in the class the researcher who would act as the teacher did not have to make tasks spontaneously. The tasks contained in the worksheets would be discussed first with the teacher. The principles of democratic validity could be applied since it allowed multiple voices during the task formulation. In this cycle, the tasks that would be implemented consisted of completing a dialogue, guessing word meanings, completing a paragraph, dealing with true-false statements, and producing a recount text. The full version of the tasks could be seen in the appendixes.

The last, the researcher planned to make use of the LCD projector provided in the class. In this cycle, the researcher would use it for presenting power point slides and videos. The slides contained the explanation of how to deal with the writing journal activities, and the materials as well. Furthermore, the videos to be presented would be related to past-tense principles. In addition, it was possible to make use of the projector to present other media and materials when it was needed.

In addition, there were other things that the researcher prepared for this first cycle, such as course grid and lesson plans. Those instruments were prepared

for four meetings. In the formulation stages, it was not only the researcher that decided the content, but also the English teacher. The teacher suggested focusing on giving more daily life vocabulary that might be applied in the journal writing activities.

2. Implementing and Observing the Actions

The actions were conducted in four meetings held on 22nd, 27th, 28th January, and 3rd February 2014. The researcher acted as the teacher who delivered the materials, whereas, the English teacher became the observer who examined the teaching and learning process. The complete description about the Cycle 1 was presented below:

a. Meeting 1

In the first meeting, the teaching and learning process was not conducted in full session since at that time the teacher also held a pre-test that spent for about half of the session. In this meeting, indeed, she planned not to really deliver the materials, but to introduce the writing journal technique, and to remind the students of past-tense principles.

After the pre-test was done, she gave a book for each student. Next, she explained how to deal with the writing journal activities by presenting power point slides. Furthermore, she showed the rules of this writing activity, and gave some advice and suggestions when the students found it difficult to get ideas to write.

After that, the teacher presented two simple journal entries and then discussed the contents together with the students, so that the students could have a

description in mind of how they should write their journals. The rules, the suggestions, and the journal examples were attached in the books, so that the students would not be confused every time they needed an explanation of these three things.

While waiting for the bell rang, the teacher showed three videos containing past-tense sentences by making use of the LCD projector provided in the class. The students looked excited looking at the videos. After that, the teacher wrote the second form verbs mentioned in the videos. She, then, involved the students to discuss the first form of the verbs and the meaning as well. Besides, she also asked the students to write the vocabulary they had not known. This was one of the vocabulary enrichment activities that were aimed to improve the students' vocabulary mastery.

Furthermore, the teacher played three videos about simple past tense that mentioned some English past-form verbs. The students seemed enthusiastic watching the videos. The teacher, then, wrote down the verbs and discussed the present forms and the meanings as well.

F. N. 03-21/01/2014

It was not a long time until the bell finally rang. Before closing the class, the teacher reminded the students to start to write their journals from that day.

b. Meeting 2

In the beginning of this meeting, the teacher ensured that after looking at the pre-test results, one of the students' lacks was dealing with formulating sentences. The students honestly admitted it. Furthermore, she told the students that that day's material would be about formulating sentences especially the past-

tense one since past-tense must be the most frequently-used form in their writing journal process.

The explanation was started by reminding the students that basically an English sentence was consisted of a subject, a predicate, objects, and adverbs just like an Indonesian sentence. However, when it was only consisted of a subject and a predicate, it still could be called as a sentence. The teacher told the students that putting a subject and a predicate to make a sentence was a must. Meanwhile, the use of objects and adverbs had to be adjusted with the needs. She illustrated the principles by making a simple diagram to make easier for the students to understand the materials. Moreover, she also explained the use of pronouns, and the basic rules of past-tense formula.

Next, the teacher started to provide the students with activities. The first activity was aimed at enriching the students' daily life vocabulary. They were asked to mention what they usually did every day. The students participated enthusiastically. They mentioned various activities such as waking up, taking bath, getting dressed, riding bike, and etc in Indonesian language. The teacher wrote the mentioned verbs on the whiteboard. Next, the students were asked to find the first and the second forms of the verbs in English. They were allowed to consult their dictionaries and to discuss with their friends as well. Furthermore, the teacher asked the students who had found the verbs to write their guesses on the whiteboard. First, they seemed to be shy and reluctant. However, after the teacher supported and told them not to worry to make mistakes, many of them even participated without being asked. Although the students could not find all the

words, they were able to identify most of them. A mistaken word found was “*woked up*” as the second verb of wake up. Meanwhile, the words that they could not find were “*bersiap-siap*” and “*bersepeda*.” After helping the students complete the task, the teacher asked the students to make sentences by making use of the second forms of the verbs. The making-sentence activities provided the students with the opportunities to apply the knowledge they got in the explanation session.

It was similar to the finding verb activities in which the teacher asked the students having done with their tasks to write one of their sentences on the whiteboard. As usual, they did it enthusiastically. Besides, the teacher also pointed out several ‘special’ students to write theirs as well. When the students finished writing, she checked the sentences by involving the students in a discussion. Over all, they did the task quite well. Most of the sentences were formulated correctly. However, there were some mistakes found in their works. A student wrote “I am waked up in the morning.” The teacher, then, explained the rules again. She reminded the students that in past-tense principles, it was not necessary to put ‘am’ after ‘I’, but just directly put the second-form verb after the subject. She also found the similar mistakes from other students’ works.

Furthermore, the teacher gave the next task: completing a dialogue about what they did yesterday. She explained the rules and gave the examples. This was another activity that facilitated the students to apply writing knowledge they had. Less than ten minutes, a couple finished their dialogue. The teacher asked them to come to act it out. At that time, basically the teacher did not really pay attention to

their pronunciation, but she corrected several common-mistaken pronunciations that the students made. The things she more concerned with were the sentences they produced. Generally, this first couple could make a good and appropriate dialogue with relatively correct sentence structure.

Soon after the couple performed, the observer reminded the teacher that the time was up. The teacher did not realize about it since the bell did not ring. Before closing the class the teacher told the students to finish the completing-dialogue task at home and not to forget to bring their journals in the next meeting.

c. Meeting 3

After opening the class, the teacher reminded the students that they had homework to complete a dialogue. She asked anyone who wanted to present their works to the class, but apparently many of them forgot about this task so that the teacher gave some minutes for the students to finish it. After a moment, a couple of the students performed their dialogue. They did it quite well. One of them said that he made *dodol* yesterday, and another told that he played football. Furthermore, the other couples followed to perform after them. Most of the students could make good dialogues, while some others still made mistakes. A student wrote “I am play volley ball” and “I am *arew* playing football”. As the follow up, the teacher asked those students to stay and then gave them an additional explanation to make them more aware of their mistakes. There were also other couples that made similar mistakes related to grammatical agreements. The teacher also gave the same treatment to them.

After making sure that all of the students had performed, the next task was given. It was Task Three that asked the students to guess the meanings and the second verb forms of some vocabulary. They were allowed to check the dictionaries and discuss with their friends. This was an activity that was aimed at improving the students' vocabulary mastery. As usual, the teacher asked the students to write their works on the whiteboard. A student was allowed to do one number, so that the other ones could show their guesses as well. In this task, most of the students participated actively even without being asked. Soon after the students stopped guessing since they could not find the rest words, the teacher let them know. Next, she checked the students' guesses. There was only one inappropriate guess: they interpreted 'bark' as the outer part that covering a tree. The teacher explained that the meaning was correct but inappropriate for the case. Before letting the students know, she asked them once more about what the best meaning for 'bark' at that time. A girl in the back said the correct answer, "*menyalak* (how a dog makes loud rough noises), Mam." The teacher confirmed the answer. Furthermore, she also briefly introduced how the vocabulary was pronounced. It was done by reading them aloud one by one and then asking the students to repeat after her.

Next, the teacher implemented the fourth task that enabled the students to deal with a real recount text. It was expected that by dealing with the text, the students' could get more models in writing recount. In this task, the students were asked to complete the missing verbs of a text by choosing the verbs in the box. The difficult words that might be found had been discussed in the earlier task. The

teachers asked the students to work in pairs. However, it still seemed to be difficult for them to work on this task, so that she invited them to discuss the answer of the first three numbers in paragraph one. She led them to understand the content and then find the answers. Furthermore, she asked the students to finish the rest numbers at home since the time was up. Before closing the class, the students submitted their journals. It was a week after the time the teacher gave them journal books, and it was scheduled that once a week the books must be submitted to check and to respond.

d. Meeting 4

Soon after opening the class, the teacher reminded the students of their homework and then invited them to discuss it together. Generally, the students completed the task quite well. However, they seemed to not really understand the content, so that the teacher decided to have another discussion with the class.

The teacher asked Tomi to read the last paragraph, “My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for one more week,” he said. When he was asked about the content of the paragraph, Tomi looked confused, so that the teacher invited all of the students to discuss about it.

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Next, another task was implemented. It was a true-false task related to the text before. Actually, the teacher planned to give the students some minutes to do this task, but in fact they had already done the task. Therefore, she decided to discuss the answers together. She offered whether any of the students wanted to give their answers. Most of the students raised their hands enthusiastically. The teacher pointed one of them, and then asked about the answer and the reasons of the choice. They were good in solving the tasks, but just like the task before, they

might not really understand the contents as a whole. They looked confused once the teacher asked about the reasons of their answers. Therefore, besides discussing the answers, the teacher also led the students to understand the content as well.

Next, the teacher asked the students to pay more attention to the text. Furthermore, she asked them to mention the conjunctions applied in the text. The students were confused and hesitated at first, but after the teacher guided them by mentioning some of the conjunctions, they could mention the rest well, even added the other conjunctions. This was an effort to enrich the students' knowledge related to text organization. It was expected that their ability in organizing text could be better and better.

Next, the teacher gave a task for the students to tell what they did last week. This task would examine how well the journal writing technique and the set of actions could work out. The students were allowed to make use of their journals as the sources of ideas to complete the task. They were also allowed to consult the dictionaries. The time allocated for this task was 30 minutes. While the students were dealing with their writing, the teacher observed the condition. In this test, the students looked more confident than in the test before. Even though there were still difficulties related to the vocabulary, they could write more smoothly and less hesitantly. However, they still preferred to ask to the teacher about the vocabulary they did not know rather than to check their own dictionaries. In order to improve the students' automaticity, the teacher did not directly let the students know the needed vocabulary. She asked them to look up their dictionaries. Apparently, there were some of the students who did not know

how to make use of a dictionary, so that she taught the steps to those students. It had not been 30 minutes when some of the students said they were done with the task. When the teacher checked their works, indeed, most of them had written quite many words. However she asked them to write more while they were waiting for the time passed. When it was exactly 30 minutes, the teacher asked the students to submit their works.

From the test observation, besides the difficulties in dealing with dictionary, it was revealed that the students also had difficulties in passive voice and the use of possessive pronouns. Therefore, after the test, the teacher explained about these things briefly and then asked the students to write down the notes she had written on the whiteboard.

Furthermore, the teacher introduced that a recount text could be found in various forms of written products. The teacher led the students to guess where a recount text could be implemented. A student answered, "In a magazine." The teacher confirmed it, and added that when they found a text retelling past events it was a recount text. She also added that a letter is a kind of recount texts as well.

In addition, in this last meeting of cycle one, the teacher gave rewards to those who did journal writing well. Those who were given were the ones that wrote six to seven times a week. By giving rewards, it was expected that the students could be more motivated to perform better in completing the writing journal assignment.

3. Reflecting the Actions

a. Implementing the writing journal technique

In this cycle, the students were assigned to write a journal entry every day. Like what had been explained before, they were allowed to write whatever and how long they wanted without worrying about grammar, spelling, and neatness. However, not all of the students did this assignment well. It was only 33.3% of the students who wrote regularly. They produced six to seven entries in a week. The following table describes the frequency of the students' journal writing:

Table 10: The Frequency of the Students' Journal Writing per Week (21st to 27th January)

Number of Entries Per Week	Frequency	Percent
1	3	9.1%
2	11	33.3%
3	5	15.2%
4	3	9.1%
5	-	0%
6	1	3.0%
7	10	30.3%
Total	33	100%

Furthermore, the researcher interviewed some students who did not write their journals every day to find the reasons. From the information that the researcher got, most of them said that they had many activities to do such as doing other subject assignments, helping their parents, doing religious activities, resting, and playing. The interview transcripts indicating these reasons are as follows:

- R: *Agung kan gak tiap hari nulisnya, kenapa?*
(Agung, why didn't you write every day?)
- S5: *Ya anu itu kadangan mau nulis udah malem.*
(Sometimes it was too late night to write.)

- R: *Kegiatannya apa aja?*
(What are your activities?)
- S5: *Ya anu, kalau pulang sekolah jam dua, jam dua baru pulang, makan, terus tidur sampai jam tiga, terus main.*
(I went home at 2, and then I usually have lunch, take a nap to 3 p. m, and play around.)
- R: *. . . . Kamu juga gak tiap hari kan? Kenapa Arif?*
(You did not do it every day as well, why Arif?)
- S26: *Mmm... terganggu pelajarannya.*
(Mm.. it intruded the other subjects)
- R: *. . . Naeli gak tiap hari kenapa?*
(Naeli, why didn't you do it every day?)
- S18: *Yak banyak pekerjaan bu dirumah.*
(There are many house works, Mam.)
- R: *Ngapain? Mbantuin orang tua?*
(What do you do? Helping your parents?)
- S18: *Ya mbantuin orang tua, sama PRnya juga banyak, ngaji juga, ngajinya juga pulangny malem.*
(Yes, I help them. I have many assignments too, and I have to read Qur'an as well that lasts until late of night.)

(Interview transcript 19)

Moreover, there were also some students who did not do the assignment completely because they had low confident towards English writing. Here is the interview transcript:

- R: *..... Ghufon kenapa gak tiap hari?*
(Ghufon, why didn't you do it every day?)
- S1: *Karena, gak bisa nulis artinya bahasa Inggris, Bu.*
(Because I cannot write in English, Mam.)

(Interview transcript 19)

In addition, there were also some students that did not write their journals every day because of laziness. The reason showed that they still had low motivation towards English writing activities.

- R: *. . . Eva gak tiap hari kan nulisnya? Kenapa?*
(Eva, you did not do it every day, did you? Why?)
- S7: *Anu lagi males aja.*

(I was just lazy.)

(Interview transcript 19)

Furthermore, the researcher also asked the teacher to share her opinion about the reason why most of the students could not deal with the every-day journal writing assignment. Her points of views are included in the following transcript:

R: . . . untuk Cycle ini kan masih banyak anak yang tidak menulis setiap hari, kira-kira kenapa ya Bu masalahnya?

(In this cycle, there were many students that did not write every day. Do you know the reason, Mam?)

T: motivasi sama kemampuannya memang terbatas. Motivasinya kurang, kemampuannya, vocabnya kurang, terus, apanya, ya kemampuan di bahasa Inggrisnya kurang.

(. . . . Their motivation and their ability, indeed, were limited. The motivation, the ability, the vocabulary, and their competency in English were generally low.)

R: Mungkin juga banyak kegiatan ya Bu?

(They have many activities too, don't they, Mam?)

T: Iya, karena tidak hanya Bahasa Inggris saja, kan masih banyak pelajaran yang lain.

(Yes, it was not only English subject, there are still many other subjects they have to manage.)

(Interview transcript 9)

From another teacher interview, the researcher also found more detail schedule that might make the students tend to be busy and then led them not to write every day. Here is the transcript:

R: kalau misalnya dari kegiatan anak-anak setelah sekolah, maksudnya apa meraka memang banyak kegiatan apa gimana Bu?

(How about the students' activities after school, Mam? Do they have many activities?)

T: Oya, kalau disinikan memang kalau pulang sekolah kan ya sore sampai jam dua, mungkin kalau sekolah berbasis agama kan pelajarannya lebih banyak sini sih ya. Jadi kalau sore juga ada ekstra, anaknya sampai dari jam dua sampai setengah empat, yang ikut ekstra, maka dalam satu minggu itu bisa ngikut maksimal kan disisni kan dibatesin tiga ekstra,

makanya tiga hari disini sampai sore. Jadikan karena memang waktunya capeklah, jadikan untuk belajar, motivasi belajarnya, karena memang sudah capek, jadi tidak maksimal. Kaya gitu.

(Yes. Here, the students tend to go home late, at two o'clock. It may be caused of the religion-based school like this has more subjects to teach. In addition, in the afternoon, there are extra activities. The students may stay in the school from two o'clock to half past three. A student can join three activities a week. That is why they tend to be tired. Their learning motivation, then, cannot be maximized.)

(Interview transcript 18)

However, generally most of the students enjoyed the writing journal technique implementation even those who did not write every day. This assignment also successfully led the students to have more practices in writing and balanced the activities that, before, tended to focus on the reading ones. The only problem was that they could not deal with every-day writing. They said it was okay to be asked to deal with the activity, as long as they were not asked to write every day. Here are the evidences:

R: *menurut kamu tugas menulis jurnal menyusahkan enggak?*
(Do you think that this journal assignment is burdensome?)

S23: *Enggak*
(No, it is not)

R: *Tapi kamu nulisnya tiap hari gak?*
(But you do not write every day, do you?)

S23: *Enggak.*
(No.)

R: *berarti intinya menulis jurnal itu gak menyusahkan cuma yang penting jangan tiap hari mungkin ya?*
(So, the writing journals is not burdensome as long as it is not a must to write every day, isn't?)

S23: *Iya.*
(Yes.)

(Interview transcript 10)

Furthermore, the improvement of the students' writing fluency could be seen from their writing performance during the test. They wrote more smoothly, and were able to generate the ideas better. Moreover, the number of words produced by the students in Cycle 1 test increased as well. The mean of the students' words productions per 30 minutes improved from 47.82 to 57.69 and the difference was 9.87.

Table 11: The Mean of Words Produced by the Students per 30 Minutes in Cycle 1

Means	Max.	Min.
57.69	87.5	26.5

The improvement was also felt by the students. They found that they could handle Cycle 1 test better than the pre-test. Moreover, they also felt that writing journals helped them find ideas to write since they just had to remember and recall what they had written in their journals. In brief, the writing journal technique implementation supported them to write more fluently, smoothly, and confidently.

R: *Terus, setelah membiasakan diri menulis jurnal, rasanya pas nulis kemarin itu perbedaannya apa?*

(Well, after being accustomed with journal writing, was there any difference when you were writing yesterday?)

S5: *Ya, lebih gampang, anu sudah biasa nulis.*

(Yeah, it was easier because I've accustomed to write.)

R: *. . . Terus masalah ide, lebih gampang gak?*

(Well, about the ideas, it was easier too, wasn't it?)

S5: *Iya, idenya jadi lebih gampang, anu bisa lihat di jurnal.*

(Yes, the ideas were easier (to find) since I could look at the journals.)

(Interview transcript 12)

In addition, from the journals it was indicated that the students still had difficulties related to grammatical rules. Therefore, the explanation materials that were going to deliver in the next cycle must facilitate the students to have better understanding towards the rules.

b. Giving more explanation related to grammatical rules and conjunctions

Just like what had been planned, the explanation actions were conducted in the class. This activity was aimed at improving the students understanding towards writing accuracy aspects. It was expected that they would be able to write in more smooth and better way. Looking at the students' result in the latest writing test, it could be concluded that generally the students' understanding towards writing accuracy aspects improved.

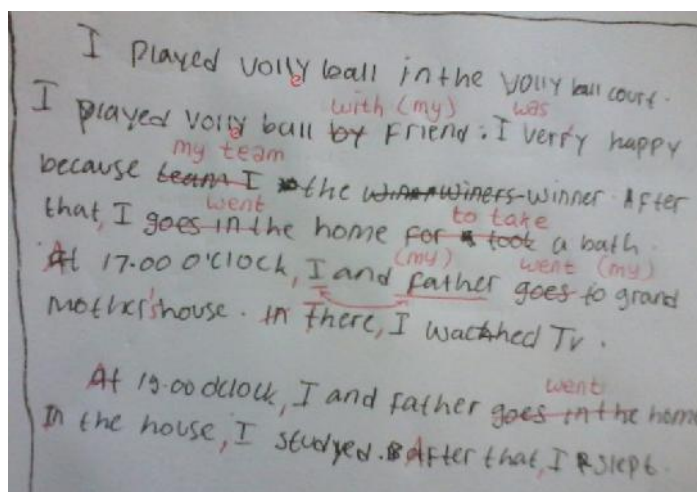


Figure 4: One of the Students' Text in Cycle 1 Test

From the student's work, it can be seen that the mistakes related to the use of simple past tense decreased quite significantly. It proved that their understanding

towards grammatical rules and agreements increased. They also organized the text better by adding more conjunctions to connect the sentences.

Furthermore, the means of the students' language use including the grammatical understanding increased 1.19 points from 9.94 to 11.13. Likewise, there was also an improvement in their organization aspects. The means increased 0.20 points from 13.89 to 14.09. Moreover, the means of the students' scores as whole also increased 2.44 points or 3.96% higher than the earlier mean scores.

Table 12: The Students' Writing Score Percentage in Cycle 1 Test

Scores	Categories	Cycle one
91-100	Excellent	0%
81-90	Very good	0%
71-80	Good	0%
61-70	Fair	97.5%
51-60	Poor	12.5%
41-50	Very poor	0%
Maximum		69.5
Minimum		51.0
Mean		64.08
Standard Deviation		3.88

Table 13: The Means of Cycle 1 Test Scores for Five Aspects of Text Writing

	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Means	21.47	14.09	13.81	11.13	3.64
Max.	23.0	16.0	15.5	14.5	4
Min.	18.5	11.0	11.5	7.5	3

Moreover, the students also confirmed that they found an improvement on their writing accuracy. They also said that they had got better understanding towards the principles and the rules, and it made them easier to deal with writing activities.

The following transcript proves their improvement:

- R: *Terus masalah simple past tense udah mudeng?*
(Have you understood about simple past tense?)
- S11: *Mudeng.*
(Yes, I have.)
- R: *Terus kalau nyambungain kalimat yang satu sama yang lain masih bingung gak?*
(How about connecting sentences? Do you find it confusing?)
- S11: *Lumayan.*
(Not bad.)

(Interview transcript 6)

- R: *..... Terus, pas dulu yang kamu nulis tes yang pertama itu, waktu ibu pertama masuk, sama yang tadi, ada perbedaan gak?*
(Compared with the first test, when it was the first time I taught the class, is there any difference?)
- S24: *Ada.*
(Yes, there is.)
- R: *Apa?*
(What is it?)
- S24: *Kalau yang simple past tense waktu yang pertama itu masih bingung, terus yang sekarang kan udah diajarin, udah lumayan mudeng.*
(At first, I still found it difficult to deal with simple past tense. However, now, it had been taught, I have understood.)

(Interview transcript 7)

Moreover, the teacher also found an improvement on the students' writing performance in accuracy. Here is the transcript:

- R: *Secara garis besar, bagaimana tanggapan Ibu terhadap pelaksanaan penelitian ini?*
(Generally, what is your opinion towards the research implementation, Mam?)
- T: *Ya bagus buat peningkatan siswa di writingnya, jadi paham bikin pola kalimat yang benar, bikin paragraph yang benar, bikin teks yang benar.*
(Yeah, it was good to improve the students' writing, it helped them understand the sentence patterns, the paragraph and the text structure well.)
- R: *Aspek apa aja Bu yang telah ditingkatkan?*
(What were the aspects that had improved, Mam?)
- T: *Ya, satu, vocabularynya tambah. Dua, pola kalimat pada kalimat yang diteliti, pada penelitian, anak lebih paham.*

(The first was the vocabulary. The second was the sentence pattern understanding. The students understood about them better.)

(Interview transcript 9)

c. Providing activities that enable the students to enrich their vocabulary

After a set of actions including the enriching-vocabulary activities was implemented, the students' vocabulary mastery improved. It can be seen from the comparison between the means of vocabulary scores in the pre-test and in the cycle-one test. The mean in the cycle-one test was 0.49 points or 3.68% higher than in the pre-test.

In addition, the students also admitted that they had more vocabulary than before. This was the transcript:

- R: *Masalah vocabnya gimana? Tambah?*
(How about the vocabulary? Do they improve?)
S16: *Tambah banyaaaaak..*
(Yes, they much improve)

(Interview transcript 8)

The teacher also confirmed the improvement of vocabulary mastery level.

- R: *Aspek apa aja Bu yang telah ditingkatkan?*
(What are the aspects that had improved, Mam?)
T: *Ya, satu, vocabularynya tambah. Dua, pola kalimat pada kalimat yang diteliti, pada penelitian, anak lebih paham.*
(The first is the vocabulary. Second, it is the sentence pattern. The students have understood about them better.)

(Interview transcript 9)

d. Preparing worksheets for the students

In the implementation, preparing worksheets led the teaching and learning process to run more effectively and efficiently. Since the worksheets had been prepared before the class, the teacher and the students could maximize the time in

the class to focus on the materials and the activities. Once the class finished a task, they could move directly to the next tasks. In addition, it also helped the teacher manage the sequences of the teaching and learning stages, so that the activities could be implemented orderly as what had been planned in the lesson plans. Moreover, the students also became more concentrated and had more attention towards the explanation delivered during the class. In addition, worksheets also helped the students anticipate the tasks that were going to come next, so that they could be more prepared to work on the tasks.

The next activity was true-false tasks. The teacher was going to give time for the students to work on this task, but apparently most of the students had done with the task. Therefore, the teacher decided to discuss the task together with the students.

F. N. 10-03/02/2014

e. Making use of the LCD projector

Making use of the LCD projector was able to make the students more enthusiastic and focused during the teaching and learning process. Moreover, various media could be presented and the students could get more opportunities to be more experienced in learning English.

The class was continued by the introduction of the writing journal activities. After giving a book for each student, the teacher explained the rules through power point slides. . . . Since there were still about 15 minutes before the bell, the teacher offered, “Do you want to watch videos?” The student answered enthusiastically, “Yeeees!” Furthermore, the teacher played three videos about the use of simple tense with some second-form verbs within them.

F. N. 03-21/01/2014

Moreover, the projector helped the teacher deliver the materials and allowed her to have more intensive interaction with the students. In addition, the time allocated in teaching and learning could be used optimally

C. Report of Cycle 2

1. Planning the Actions

The actions in Cycle 2 were planned to be carried out in three meetings.

The actions that would be implemented were described in the following table:

Table 14: The Action Plans and the Field Problems to Solve in Cycle 2

No	The Action Plans	The Field Problems to Solve
1.	Implementing the writing journal technique.	<ul style="list-style-type: none"> - It was quite difficult to hold writing activities optimally in the class. - The students still needed more writing practices.
2.	Giving more explanation related to grammatical rules and writing mechanics.	<ul style="list-style-type: none"> - Although the students' grammatical understanding improved, the level was not categorized as good yet. - The students had low awareness towards writing mechanics including the application of punctuation and capitalization.
3.	Providing activities that enable the students to enrich their vocabulary.	<ul style="list-style-type: none"> - The students' vocabulary mastery level was still needed to improve. - Although the students' vocabulary mastery had improved, the enrichment activities had to be conducted continually.
4.	Preparing worksheets for the students.	-
5.	Making use of the LCD projector optimally.	-

In Cycle 2, the writing journal technique was still applied. The aims were still the same: providing the students with more writing practices, balancing the focuses between reading and writing activities, helping the students generate ideas when they were dealing with writing activities, and over all improving the students' writing fluency. However, considering the problems in the first cycle

that not all of the students could deal with every-day journal writing because of several reasons, the researcher and the English teacher decided a new rule. Since it was quite burdensome for the students to write an entry every day, it was okay for the students not to write every day as long as they produced an entry per week.

R: *Jadi mungkin gak papa ya Bu kalau diberi kebebasan saja untuk menulis, misalnya ya seminggu terserah mau berapa kali, yang penting setiap minggu ada hasilnya gitu ya bu?*

(So, maybe It is okay to give the students freedom to write. For example they can write how many times they want as long as they produce, at least, one entry a week. Can they, Mam?)

T: *Ya iya, kan dari buktinya kemarin anaka-anak masih tetap, semuanya menulis meskipun tidak setiap hari.*

(Yeah, in fact, the students still kept writing although they did not write every day.)

R: *Jadi mungkin untuk kedepannya gak papa lah tidak setiap hari ya Bu ya?*

(Well, it means that it is okay if they don't write every day. Isn't it, Mam?)

T: *Iya.*

(Yes)

(Interview transcript 9)

Before deciding the policy, the researcher examined the students' acceptance towards not-every-day journal writing rules. Most of them agreed on and felt happy about it.

R: *Kalau misalnya disuruh menulis jurnal, tiap minggu dikasih kebebasan tiap minggu terserah mau nulis berapa kali, mau gak?*

(When you are only asked to write, and given freedom to write how many times you want, will you keep writing?)

S26: *Ya mau.*

(Yes, I will)

(Interview transcript 11)

The second action was giving more explanation in the class. In this cycle, two main materials going to be delivered were grammatical principles and writing mechanics. These topics were chosen since the students' understanding towards

these two aspects was still categorized as poor. This decision had been discussed with the teacher. She said that the students still needed more guidance to improve their understanding especially related to past-tense principles.

R: *Terus aspek apa yang perlu ditingkatkan Bu? Masalah kalimat juga masih ya bu?*

(What aspects that have to improve, Mam? The matters of sentences still have to improve as well. Aren't they?)

T: *Iya, kalimatnya kan masih, mungkin sudah ada yang bisa dalam bentuk kalimat simple past tense, tapi kan masih ada yang belum paham bentuk keduanya.*

(Yes, the sentences as well. Indeed, some of them have understood the forms of simple past tense, but there are the ones that haven't.)

(Interview transcript 9)

Moreover, the materials related to writing mechanics were specialized into punctuation and capitalization rules in order to lead the students to produce more organized writing. The explanation would be about the simple punctuation like full stop and comma including their functions and how to apply them in sentences. Meanwhile, the capitalization materials would also be adjusted with the students' general needs.

The researcher asked the teacher's opinions about the lesson plan and the materials to deliver in the next meeting. Generally, the teacher agreed with the plans that were consisted of writing mechanic materials including punctuation and capitalization, vocabulary enrichment activity, and the other activities covering the context of recount text.

F. N. 11-04/02/2014

The next action was giving vocabulary enrichment activities. This was an action that had been implemented in the first cycle. However, the researcher and the English teacher felt that the students' vocabulary had to be increased regularly, so that the activities had to be kept being implemented.

- R: *Terus aspek apa yang perlu ditingkatkan Bu? Semisal vocab masih tetap ya?*
(What are the aspects that are needed to improve, Mam? The vocabulary, isn't it?)
- T: *Iya, vocab, untuk vocabnya maksudnya vocab yang sering dipakai dalam kegiatan sehari-hari anak, yang biasa mereka lakukan. Vocabnya tetep masih, apa, ditambahkan.*
(Yes, the vocabulary related to daily life activities still have to be enriched.)

(Interview transcript 9)

The activities might be different from what had been implemented in the first cycle, but the important thing was that it must keep leading the students to have better vocabulary mastery.

Furthermore, to keep the effective and efficient condition in the teaching and learning process, the researcher would keep the application of preparing worksheets for the students. In this cycle, the worksheets consisted of six tasks. They were matching present-form verbs with the past-form ones, finding verbs in a riddle box and making sentences by using the verb, completing verbs in a text, guessing word meanings, examining true-false statements, arranging sentences, and rearranging paragraphs in a recount text. Those plans had also been discussed with the English teacher before the implementation.

- R: *. . . Ohya ini yang kemarin Bu. Kemarin kan sudah disusun seperti ini yang menyusun sentences.*
(. . . , this is what we had yesterday, Mam: the arranging sentence activity.)
- T: *Yah seperti ini, terus kedepannya kan mau menyusun apa?*
(Alright, and what is next?)
- R: *Menyusun paragraph?*
(How about arranging paragraph?)

T: *Menyusun sentences, menyusun paragraph, membuat teks yang bagus, yah? Menjadi teks yang bagus.*

(Arranging sentences, arranging paragraphs, and then making a good text, right? Such a good text)

(Interview transcript 9)

Finally, making use of the LCD projector that was provided in the class would also be applied in Cycle 2. The researcher planned to deliver materials through power point slides and to play some interesting videos at the end of the cycle. This was aimed at raising the students' motivation in learning English.

2. Implementing and Observing the Actions

The cycle was conducted in three meetings held on 4th, 10th, and 11th February 2014. In this cycle, the positions for the researcher and the English teacher were still the same. The researcher still acted as the teacher, and the English teacher became the observer. The complete description about the second cycle is presented below:

a. Meeting 1

After opening the class, the teacher reminded the students of the principles of a recount text, the functions, the structures, and where this kind of text could be found. Generally, the students remembered those materials and could answer the leading questions well.

Next, the teacher discussed the last writing test. She said that the students' writing performance improved even though it was not a significant improvement. Furthermore, she also made a conclusion that the students were still confused of grammatical rules. The students admitted it. Therefore, she wrote some mistaken sentences taken from the students' works on the whiteboard, and then invited the

students to discuss them. After that, she let the students participate actively in this discussion by asking some of them to correct the mistakes. Through this activity, deeper explanation related to grammatical rules was also delivered in order to improve the students' understanding.

“Well, let’s see. ‘I verry happy because team I the winner,’ anybody wants to correct this sentence?” The teacher asked to the students, but there was no one who wanted to answer. Therefore, the teacher asked a student named Eko. He looked confused at first, but finally he changed ‘team I’ into ‘my team.’ “Any other correction?”. . . . “Anybody wants to add?” said the teacher.

F. N. 12-03/02/2014

Furthermore, the teacher also said that according to the result of the latest test, the students still could not apply the principles of punctuation well. Therefore, she gave explanation related to it. The explanation was the basic ones elaborating the functions of full stop and comma, and how to apply them into sentences. Moreover, the teacher also reminded the students of capitalization rules in general. After the explanation, hopefully the students could apply the principles of writing mechanics better.

The teacher, then, explained that from the yesterday’s test, it can be seen that the students were still less careful in applying punctuations. Therefore, the teacher reminded the students of several functions of basic punctuation like full-stop and comma. . . . The teacher also explained about the use of capital letter in sentences.

F. N. 12-03/02/2014

In this meeting, the teacher had planned to make use of the LCD projector since she had prepared some pictures that might help the students understand the materials. However, unluckily the projector could not work. The observer tried to fix it, but she could not. Finally, the teacher decided to continue the explanation

manually. Besides providing the students with theories, the teacher also showed the application of punctuation in sentences.

Moreover, she also checked the students' understanding by conducting an activity. It was asking the students to exchange their journal books to each other and then check them. What they had to check were the last two entries in their partners' journals. They were allowed to leave marks and correct the mistaken parts. The focuses of the correction targets were the use of punctuation and capitalization, as well as the application of second verbs in past tense sentences. After 10 minutes, the teacher asked the students to return the journals to the owners to be rewritten in a piece of paper and then be submitted.

Next, the teacher gave another task to the students. They were asked to match certain present verbs with the past-tense forms. This was one of the activities that facilitated the students to enrich their vocabulary. As usual, the teacher allowed each student who had done with the task to show the answer. Generally, they participated actively in doing this task.

After finishing the task, the teacher shared pieces of papers containing the next tasks to the students. Firstly, they were asked to find past-tense verbs in a riddle box. The teacher asked the students to write the words they found on the white board. There were about ten words in total, such as watched, stayed, did, was, played, saw, and went. After that, they were asked to make five sentences by using the verbs. However, since the time was up, the teacher asked the students to do it at home. Besides giving the opportunities for the students to increase their

vocabulary mastery, the task was aimed at making them accustomed to dealing with formulating sentences and past-tense principles.

At the end of the class, the teacher asked the students to submit their journals. She, then, checked the journals after the class. She documented the frequency of writing and responded the journals by leaving motivating comments and then signed them. There were about ten students who wrote six to seven times in a week, two students who wrote even nothing in a week, while the rest wrote one to three entries in a week.

b. Meeting 2

Soon after the teacher opened the class, she reminded the students that they did exchanging and correcting journal activities in the last meeting. They did well in punctuation application, but still made quite frequent mistakes in the use of past-tense verbs. As an additional exercise the teacher asked the students to simply translate a paragraph she orally gave in order to get deeper information about how well actually the students had understood the past-tense principles. Furthermore, she gave a piece of paper for each student, and then started to dictate a short paragraph. The students wrote it down, and then translate it into English.

Next, the teacher reminded them that they had homework to make five sentences from the verbs found in the last task. She, then, asked several students to write down the sentences on the white board. The sentences were (1) I went to house my sister last week, (2) we are watched TV with my friend's (3) her mother Wahyuni was someone sewn, and (4) I went go to home friends last week. After that, together with the class, she discussed the sentences. From the discussion,

besides sentence formulation, the students also learned about possessive noun rules.

Furthermore, the teacher asked the students to work on Task Three. It was completing a paragraph with appropriate forms of verbs. The verbs had been prepared, and the students just had to change the forms if it was needed. Through this activity the students' vocabulary mastery could also improve. As usual, the teacher asked the students who had done with the task to show their answers, and they participated enthusiastically. The students left some of the verbs undone since they were not sure with or even had not found the answers. The teacher completed the left parts, and then invited the students to discuss the answer together.

The teacher asked a student to read one of the sentences, and then discussed it. "Then, I bla-bla-bla in such hurry, 'am' has to be change into what?" The teacher asked after repeating the sentence. Most of the students were confused, but one of them answered, "Was." "Great! I've explained before that the past-form of 'am' and 'is' is 'was,' and 'are' is 'were.'" The teacher explained. "Then I was in such a hurry that I burn, burn is changed into burned. Is it correct?" The teacher checked the answer. "Yeeees," the students answered. "Well, besides 'burned' we can also use 'burnt.'"

F. N. 14-10/02/2014

The teacher planned to use the projector to show the students that several words might have more than one past-tense forms by presenting Cambridge dictionary application. However, the projector still could not be used. Therefore, the activity was continued by discussing the content of the paragraphs and the difficult words found in the text.

The bell rang a minute before the discussion was over. After finishing the discussion, the teacher asked the students to do Task Five and Task Six at home.

Next, she also reminded them not to forget to bring their journals in the next meeting. After that, she closed the class, and then let the students leave the class.

c. Meeting 3

The first activity conducted in this meeting was discussing the true-false homework. The teacher let the students get involved actively in the discussion. She asked about the students' answers and the reasons as well.

“Well, let’s discuss it together. Let’s see, the first number. The alarm rang very loudly, true or false?” Asked the teacher. “Falseee,” the students answered. “Who did say that it is false? Why is it false?” When being asked like that, the students pointed to each other. They looked confused. “Alright Tomi, what do you think?” The teacher pointed one of the students.

F. N. 15-11/02/2014

After finishing the true-false task, the teacher led the students to discuss the next tasks: arranging sentences into a good paragraph and arranging paragraphs into a good text. This activity was aimed at sharpening the students' awareness of text organization. The teacher made use of the LCD projector to show the tasks. Then, she pointed several students to give their answers and then discussed the correctness together with the class. Once a fixed answer was agreed, the teacher typed it, so that the students were able to see it through the slide. Meanwhile, when the students were confused with the answers, the teacher led them by giving clues. Moreover, the teacher also invited the students to discuss the contents of the paragraphs and the texts in general.

After that, the teacher administered a writing test. The topic was still the same with the latest writing test that the students were asked to make a recount text telling about what they did last week. They were given 30 minutes to finish this test. The teacher asked the students to maximize the allocated time to write as

much as possible. As usual, there were many students who asked the teacher about the vocabulary they did not know. She asked them to look up their dictionary first, and then let them know the needed vocabulary when it could not be found in the dictionary. Before the time was over, there were several students who said that they had finished the test. However, the teacher asked them to write more and check their writing including the use of verb II, punctuation, and capitalization. When it was exactly 30 minutes, the students were asked to submit the papers.

The last activity was relating the characteristics of a recount text to a narrative text. The teacher let the students know about the similarities and the differences between these two kinds of text. After that, she showed narrative cartoon videos. The videos were the Legend of Timun Mas, Bawang Merah Bawang Putih and Malin Kundang. The students looked very excited watching the cartoons. Soon after the bell rang, the teacher closed the lesson, and allowed the students to leave the class.

3. Reflecting the Actions

a. Implementing the writing journal technique

In fact, even though the researcher had tried to lower the students' burden in the writing journal assignment, the students still could not work on it well. Most of the students, indeed, wrote at least one entry per week, even several of them still keep writing one day one entry. However, there were some students who did not consider the task seriously that they even did not produce any entry in the last two weeks. The following table shows the frequency.

Table 15: The Frequency of the Students' Journal Writing per Week (29th January to 10th February)

Number of Entries Per Week	Week II		Week III	
	Frequency	Percent	Frequency	Percent
0	2	6.1%	10	30.3%
1	6	18.2%	4	12.1%
2	4	12.1%	2	6.1%
3	7	21.2%	4	12.1%
4	1	3%	-	-
5	2	6.1%	3	9.1%
6	11	33.3%	2	6.1%
7	-	-	8	24.2%
Total	33	100%	33	100%

The researcher sought the information related to the students' indiscipline by interviewing the teacher. Here is the transcript.

- T: . . . kalau misalkan kalau anaknya kan kalau memang tidak diwajibkan, tidak ada apa itu ya, kalau tidak mewajibkan kan menyepelekan gitu loh. Dianggap itu tidak penting.
(When the students were not obligated to write, they tended to consider the assignment as the unimportant one.)

(Interview transcript 18)

In brief, the reason why the students did not complete the writing journal assignment was that they did not consider the assignment as a must, so that they thought it would not be a problem when they did not do it.

To overcome this obstacle, the teacher gave several suggestions for better writing journal technique implementation and results.

- T: tapi kalau misalkan ini memang (benar-benar dijadikan) tugas, ini memang tugas, harus dikerjakan, dimasukan ke daftar nilai, ya anak itu, paling gak dalam satu minggu walaupun tidak full dalam satu minggu tetap aia akan menulis, dan juga ada penghargaannya lah, rewardnya. Ya ketika ada rewardnya kan mereka jadi motivasi, oya kan nanti kalau misalkan saya pekerjaanya full, maka akan mendapatkan reward yang bagus, gitu.

(However, if it is formulated to be a real assignment, a must, and then assessed, although it is not full, the students will keep writing at least once per week. Furthermore, it is also necessary to reward them. When there is a reward, they will be more motivated. They'll think that if they do it completely, they'll get a good prize.)

(Interview transcript 18)

However, looking at the students' last writing test, it could be summarized that their writing fluency performance improved. Compared with the earlier tests, the students could produce more words per 30 minutes in the last test. The means increased from 56.69 to 64.80, or it was 8.11 points higher than the first-cycle test.

Table 16: The Mean of Words Produced by the Students per 30 Minutes in Cycle 2

Means	Max.	Min.
64.80	113.5	23.5

It means that after becoming accustomed with the writing journal activities, the students' ability in producing words improved.

Moreover, just like what had been found in the first cycle, the writing journal technique could provide more writing practices for the students and help them generate ideas. These are the transcripts supporting the indication.

P: *Ooya, terus berarti jurnal itu membantu kamu gak dalam menulis?*
(Oya, did the journal help you in writing? Didn't it?)

S32: *Iya.*
(Yes.)

P: *Apa? Idenya?*
(Is it the idea?)

S32: *Idenya jadi tambah banyak, terus, apa ya? Bisa meningkatkan hobi lah.*
(Yes, I have more ideas, and then, it could improve my hobby as well.)

(Interview transcript 15)

Moreover, the mean of the students' writing scores improved slightly. It was 2.76 points or 4.34% higher than the mean in Cycle 1.

Table 17: The Students' Writing Score Percentage in Cycle 2 Test

Scores	Categories	Cycle two
91-100	Excellent	0%
81-90	Very good	0%
71-80	Good	9.375%
61-70	Fair	81.25%
51-60	Poor	9.375%
41-50	Very poor	0%
Maximum		74.0
Minimum		55.0
Mean		66.86
Standard Deviation		4.39

In addition, the students' performance in five aspects of text writing increased even though it was not a significant improvement. The following table shows the evidence.

Table 18: The Means of Cycle 2 Test Scores for Five Aspects of Text Writing

	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Means	22.25	14.22	13.91	12.98	3.75
Max.	23.5	16.0	16.0	17.0	5.0
Min.	20.0	10.0	13.0	10.0	2.5

The improvement in grammatical understanding can be seen from the language use score that was 1.85 points or 16.62% higher than the score in Cycle 1. The writing mechanic competence including the use of punctuation and capitalization improved slightly as well. It was 0.11 point or 3.02% higher than before.

Furthermore, there were also the confirmations from both the students and the English teacher related to the writing accuracy improvements. It is proved through the following interview transcripts:

- P: *Terus masalah simple past tense udah mudeng belum?*
(Have you understood about the simple past tense materials?)
- S30: *Udah.*
(Yes, I have.)
- P: *Kalau tentang tanda baca udah lumayan mudeng?*
(How about the punctuation?)
- S30: *Lumayan.*
(Not bad.)

(Interview transcript 14)

- R: *Terus kalau menurut ibu peningkatan kemampuan siswa setelah treatment ini atau implementasi ini gimana Bu?*
(How is the students' ability improvement after the actions were implemented, Mam?)
- T: *. . . . Waktu kemarin yang belum pertama pre-tes kan tidak tahu penggunaan verb dua, kurang, bukannya tidak tahu, tapi ya kurang tahu verb dua, kurang tahu penggunaan simple past tense, tanda baca, dan vocabnya, kalau sekarang kan karena sudah dilatih setiap pertemuan, ada sedikit, malah tidak sedikit, tapi ada peningkatan yang lumayan lah.*
(. . . . At first, when they dealt with the pre-test, they did not know about the second form verbs, the use of simple past tense, the punctuations, and the vocabulary as well. Now, since it was practiced in every meeting, there is a little, I mean quite significant improvement.)

(Interview transcript 17)

c. Providing activities that enable the students to enrich their vocabulary

After the activities were conducted, the students' vocabulary mastery level increased. They had higher range of vocabulary than before, so that they found it easier to deliver the ideas when they were dealing with the writing tests. Moreover, the number of obscure words also decreased. Looking at the vocabulary scores they gained, it was a little bit higher than the score in the earlier test. The difference was 0.1 point.

d. Preparing worksheets for the students

Preparing worksheets successfully led the teaching and learning to run effectively and efficiently. The researcher could make and adjust the materials with the needs. Moreover, providing worksheets gave the students opportunities to prepare and anticipate what would come in the next activities. They were also able to be more concentrated and give more attentions to the teacher's explanation in the class.

e. Making use of the LCD projector optimally

The use of the LCD projector kept the students' enthusiasm high. They seemed to have more interest every time the teacher made use of the projector to deliver materials, to discuss the tasks, and to show various media. It, eventually, led the students to be more concentrated during the teaching and learning process.

To close the second cycle, the teacher explained the characteristics of recount texts that are similar to the narrative ones. . . After that, the researcher played cartoon videos of Indonesian legends. They were *Timun Mas*, *Malin Kundang*, and *Bawang Merah Bawang Putih*. The students seemed to be quite enthusiastic.

F. N. 15-12/02/2014

Moreover, for the teacher, the projector helped her maximize her performance in the class since she was able to make use of various media to support the teaching and learning process.

D. Research Findings and Discussion

The research began on 19th January 2014 and ended on 11th February 2014. It was aimed at improving the writing fluency of grade VIII students at MTs Negeri Kawunganten. The actions were conducted in two cycles. Based on the actions and the results in both cycles, the researcher and the English teacher agreed to discontinue the research. The planned actions were implemented and the aims were achieved. The following table presents the changes as the result of Cycle 1 and Cycle 2, and then it was continued with the discussion of the implemented actions.

Table 19: Comparison of the Situation during Cycle 1 and Cycle 2

No	The Actions	Cycle 1	Cycle 2
1.	Implementing the writing journal technique.	Most of the students could not deal with the every-day journal writing assignment. It was only 33.3% of them who wrote six to seven times a week. However, looking at the results of the test at the end of Cycle 1, the students' writing fluency improved, and so was their ability in generating ideas. Moreover, the assignment gave the students more opportunities to practice writing than before, and facilitated them to be able to apply writing knowledge they already had.	Reflecting to the students' incapability to deal with every-day journal writing in the first cycle, the rule was changed into letting them write how many entries they wanted as long as they produced a note per week. However, there were several students who did not produce even an entry in the last two weeks. It might be because they considered this assignment as unimportant. Nevertheless, reflecting on the students' test results at the end of Cycle 2, it was indicated that the students' writing fluency was higher than before. They could produce more words, and perform more smoothly and confidently when they were dealing with the writing test.

(Continued)

(Continued)

No	The Actions	Cycle 1	Cycle 2
2.	Giving more explanation related to grammatical rules during English teaching and learning.	This led the students to have better understanding about the rules. It also helped the students have better and smoother performance in writing since a good understanding in grammar made them easier to construct what they wanted to deliver through writing. However, the materials that had been explained were still limited and the students still frequently made some mistakes.	The students' writing performance was much better than before. They could produce much more grammatical writing in the second-cycle test. They also looked more confident and less confused when they were dealing with the test.
3.	Giving more explanation related to the use of conjunctions during English teaching and learning.	The students could sequence their text better since they more frequently applied conjunctions to connect the sentences.	-
4.	Giving more explanation related to writing mechanics during English teaching and learning	-	The students' awareness of writing mechanic rules increased, but the increase was not significant. It was quite difficult to lead the students to be accustomed to apply punctuation and capitalization principles in their writing.

(Continued)

(Continued)

No	The Actions	Cycle 1	Cycle 2
5.	Providing activities that enable the students to enrich their vocabulary	Looking at the students' works, they seemed to have more vocabulary to deliver their ideas. Since then, they tended to tell more things through their writing.	It was similar to the result in Cycle 1 that their vocabulary mastery improved, so that they could deliver their ideas better through writing.
6.	Preparing worksheets for the students.	The worksheets helped the students be more concentrated and to have more attentions towards the teaching and learning process. The time that was allocated also could be optimally used to be focused on the materials and the activities.	Besides making the students be more concentrated, and maximizing the allocated time, preparing worksheets also gave opportunities for the students to be able to learn and anticipate the next activities.
7.	Making use of the LCD projector optimally	It enabled the teacher to make use of various media. Moreover, the students became more motivated and enthusiastic during the English class.	The use of the LCD projector that led the students to have more experiences in learning successfully motivated them during the teaching and learning process.

Table 20: The Means of the Test Score for Five Aspects of Text Writing

Test	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Pre-Test	21.14	13.89	13.32	9.94	3.56
Cycle 1	21.47	14.09	13.81	11.13	3.64
Cycle 2	22.25	14.22	13.91	12.98	3.75

Implementing the writing journal technique led the students to have more writing practices, provided them with more opportunities to apply the writing knowledge they already had, and helped them improve their writing fluency. After being accustomed to writing activities, the students seemed to have better and

smoother performance in writing. It was easier for them to find ideas to write than before. Furthermore, the number of words that the students could produce increased as well. The following table indicates the improvement.

Table 21: The Means of the Students' Word Production

Test	Means
Pre-test	47.82
Cycle-one test	56.69
Cycle-two test	64.80

In the pre-test, the mean of words produced by the students was 47.82. It improved 18.55% in Cycle 1, and 35.51% in Cycle 2. Furthermore, most of the students showed positive views towards the assignment since they said that it was fun to deal with this activity. However, to be able to implement this technique optimally there must be firm agreements. The agreements were needed to manage the students' discipline in journal writing.

Next, the action of giving explanation towards grammatical rules, conjunctions, punctuation, and capitalization was successful to lead the students to have better understanding towards the aspects. From time to time, they produced fewer mistakes and produced better-structured texts. The following table shows the mean scores which were taken by considering the use of an analytic scoring rubric.

Table 22: The Students' Writing Score Percentage

Scores	Categories	Pre-test	Cycle one	Cycle two
91-100	Excellent	0%	0%	0%
81-90	Very good	0%	0%	0%
71-80	Good	3.125%	0%	9.375%
61-70	Fair	65.625%	90.6%	81.25%
51-60	Poor	31.25%	9.3%	9.375%
41-50	Very poor	0%	0%	0%
Mean		61.64	64.08	66.86
Standard Deviation		3.52	3.88	4.39

Generally, the means improved from test to test. In the first cycle, it was improve 3.80% from the pre-test, and in the second cycle, it improved 8.47%. Meanwhile, the standard deviation of the students' writing scores in the pre-test was 3.52, while those of their scores in Cycle 1 and Cycle 2 were 3.88 and 4.39. Therefore, it can be concluded that their result in Cycle 2 is the most heterogeneous one, as compared to those of the scores in the other phases.

Moreover, the students' mean scores in the three aspects that were taught in the explanation session improved slightly. Comparing between the scores in the first test results and the final ones, the organization scores that indicating the ability to organize a text by making use of conjunctions improved 2.38%, the language use scores indicating the understanding of grammatical rules improved 30.58%, and the writing mechanic scores indicating the competency in applying punctuation and capitalization rules improved 5.34%. Indeed, they were not a great improvement. However, the scores increased consistently from test to test. In addition, having deeper understanding towards those aspects, then, helped them have better and smoother writing performance. They seemed to be more confident

and less confused when they were dealing with the writing tests. It was indicated that the explanation could improve the students' writing fluency.

Similar to the other actions, providing activities to enrich the students' vocabulary ran quite successfully. The students could produce more words and share more ideas because of the higher number of vocabulary they had. Reflecting to the vocabulary mastery levels in the first and the final tests, they improved 4.43%. Moreover, the students also had confirmed that they had more vocabulary than before.

Preparing worksheets for the students was also a helpful way to make the teaching and learning process run effectively and efficiently. The time that was allocated could be maximized and focused on the materials and the activities. In addition, using worksheets also guided the teaching and learning process to run nearly as what had been planned. Moreover, the students were also able to prepare and anticipate the next activities by looking at the given worksheets.

The last, the use of the LCD projector influenced the class situation quite significantly. Since the teacher could utilize various media, the students seemed to be more motivated, concentrated, and enthusiastic during the teaching and learning process. The use of those media also enriched the students' experiences in learning.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this research is to improve the writing fluency of class VIII D students at MTs Negeri Kawunganten through the writing journal technique. The research was action research. The researcher obtained the data through three data collecting techniques: interviews, observations, and writing tests. The research was carried out in two cycles, and summarized as follows:

In Cycle 1, the researcher implemented several actions: assigning the students to write journals every day, giving more explanation about grammatical rules and conjunctions, providing various activities that enabled the students to enrich their vocabulary, preparing worksheets, and making use of the LCD projector to present the teaching and learning materials and media. The result of the action implementations was that the students' writing fluency improved.

In Cycle 2, the following actions were implemented: assigning the students to write at least one journal entry per week, giving more explanation about grammatical rules and writing mechanics, providing some vocabulary-enrichment activities, preparing worksheets, and making use of the LCD projector to present the teaching and learning materials and media. The result of the action implementations was that the students' writing fluency improved.

The first action was implementing the writing journal technique. In the first cycle, the students were asked to write every day. However, in the second

cycle, the rule was changed into that they were allowed to write how many entries they wanted as long as they produced one entry per week. It was because many of the students could not deal with the every-day journal writing assignment. As a result of the implementation, the students' fluency, confidence, and motivation towards English writing improved. It helped the students generate ideas more easily, and write in a smoother way. Moreover, the writing journal activities also facilitated the students to practice writing more, and provided them with the opportunities to apply the knowledge they got during the teaching and learning process.

The second was giving more explanation about the aspects that the students had not mastered yet. The aspects included grammatical rules, the use of conjunctions to organize text, and writing mechanic principles. Giving deeper explanation about grammar successfully led the students to have better understanding towards the rules. The explanation reminded them about the grammatical lesson they might have before, and enriched their knowledge as well. Furthermore, having deeper understanding of the rules also supported the students to be able to write and deliver the ideas easily since the confusion over the rules that obstructed their writing process was lowered. Next, presenting various conjunctions made the students realize that a text would seem to be more organized by applying the words properly. Therefore, since they really applied the conjunctions in their text, they could produce better text with better organization. Next, explaining the application of writing mechanics led the students to be more aware of punctuation and capitalization conventions. They produced less writing-

mechanic mistakes from test to test, and demonstrated better mastery in this aspect.

Third, the researcher provided the students with the activities that enriched the students' vocabulary. The activities were helpful to improve the students' writing fluency, performance, and confidence as well. Since the students had larger range of vocabulary, it was easier for them to deliver ideas through writing. In addition, the obstruction in writing that was caused by the limited vocabulary was decreased by the implementation of those activities.

Next, in order to have a more effective and efficient English class, worksheets were prepared to support the teaching and learning process. The conclusion was that preparing the worksheets was a way to make the teaching and learning process run more orderly, efficiently, and effectively. Moreover, it also helped the students be more focused and concentrated to the activities during the class.

The last action was making use of the LCD projector to present the teaching and learning materials and media. As a result, this action could improve the students' enthusiasm and motivation and enrich their experiences in learning. In addition, the class became more interesting and less-monotonous.

Based on the data gained through the data collecting techniques, the researcher and the English teacher found that there were several changes. The changes occurred in the following aspects: the teaching and learning process, the students, and the English teacher. Here are the descriptions of the changes:

a. The teaching and learning process

During the implementation processes, the class tended to run more effectively and efficiently. It was because of the use of worksheets that led the activities to be conducted in a good order. In addition, the worksheets also helped to maximize the allocated time to be focused on the materials and the activities. Furthermore, the class also became more interesting and less monotonous since the researcher implemented more varieties of activities and made use of the projector to show various media. In addition, she also provided the students with more opportunities to practice writing through the writing journal assignments. The technique successfully balanced the portion between reading and writing activities during the teaching and learning process. Moreover, the researcher also facilitated the students to be able to participate actively in the class, to discuss the materials, even to correct their own works, so that they became more enthusiastic and had deeper understanding in learning English.

b. The students

The students who, at first, were shy and reluctant in participating during the class, finally volunteered confidently even without being pointed. The ones, who usually rarely checked the dictionaries, afterwards, looked enthusiastic in finding-word activities since they had better understanding about how to use dictionary well. Moreover, they enjoyed the English class more since they found new point of views that English lesson was not as difficult as they thought before. In addition, their confidence in writing improved, and so did their competencies in

vocabulary uses, grammatical rules, writing mechanics, and text organization. As a result, the students could not only deliver and generate ideas more easily, but also perform more smoothly in writing. In brief, their writing fluency in general was successfully improved.

c. The English teacher

The English teacher obtained more knowledge of English teaching and learning especially related to the implementation of journal writing activities, the use of various media like videos and pictures, and the necessity of task preparation. After the research was conducted, she realized the benefits of balancing the activities in the English class and making use of various media during the process. In conclusion, she became more open minded with various techniques that can make her English class more interesting and fun.

B. Implications

The implications of the actions in this research are described as follows:

- a. From the findings of this research, it can be implied that implementing the writing journal technique is an effective way to improve not only the students' fluency in English writing, but also their confidence and motivation as well. Moreover, it can facilitate the students to have more writing practices and apply the knowledge they have learned during the class. In addition, it can also help the students be accustomed to English writing that will lead them to have better and smoother writing performance.

- b. Giving deeper explanation of certain aspects in writing is necessary in order to help the students improve their writing fluency. Since they have better understanding towards the principles and the conventions, the confusions experienced during the writing process can be lowered. Therefore, the quality as well as the quantity of the writing products can improve.
- c. Providing the students with the activities that can enrich their vocabulary helps the students perform better in writing especially in delivering ideas. It implies that the more vocabulary they have the more ideas they can deliver through writing.
- d. Preparing worksheets is a way to make the teaching and learning process run orderly, efficiently, and effectively. Through implementing a well-ordered worksheet, it is clear which activity that has to come first, and which one that has to come next. Moreover, worksheets also can help students be more focused and concentrated towards the activities.
- e. Presenting the teaching and learning materials and media through the LCD projector can be considered as an effective technique to motivate the students during the class. It can make the class atmosphere more interesting and fun. It implies that being creative in teaching is important for teachers since it can influence the students' motivation and enthusiasm during the teaching and learning process.

C. Suggestions

a. To the students

To be fluent in English writing, the students of class VIII D should practice writing frequently, and not worry about making mistakes and errors when they are practicing. Deepening the understanding towards grammatical rules, text organization, and writing mechanics, as well as enriching their vocabulary will help the students improve their writing performance. Moreover, they also should keep their motivation in learning English high.

b. To the English teacher

It was important for the teacher to make the activities of the four English skills balanced. The activities should not be focused on one skill only since it will limit the students' experiences in learning English. Moreover, she should be more creative and careful in preparing media, tasks, and activities to be implemented in the class. Besides, in order to build an effective and efficient English class, it will be better if she can maximize the use of facilities that had been provided by the school. In addition, related to teaching writing, the teacher should give more opportunities for the students to practice writing, and implementing the writing journal technique can be one of the alternative ways.

c. To other researchers

Other researchers who want to conduct similar studies should explore the knowledge related to the principles and the procedure of writing journal technique implementation. In addition, it is also suggested to have firmer conventions with the participants to be involved in the research.

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APPENDICES

APPENDIX A:

COURSE GRID

COURSE GRID

School : MTs Negeri Kawunganten
 Grade : VIII
 Subject : English Language
 Semester : 2

Standard competency :

12. Writing

Expressing meanings through functional written texts and simple essays in the form of recount and narrative texts in order to interact with the surroundings.

Basic competency

12.2 Expressing meanings and rhetorical steps through simple essays in the form of recount and narrative texts accurately, fluently, and appropriately in order to interact with the surroundings.

CYCLE 1

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Evaluation			Time Allocation	Sources
				Techniques	Instruments	The Examples of Instruments		
At the end of the course, the students are expected to be able to make a simple recount text accurately, fluently, and	<ul style="list-style-type: none"> - Knowing the past-tense forms of daily English verbs well. - Making past-tense sentences appropriately. - Using past- 	<i>Building Knowledge of the Text</i> <ul style="list-style-type: none"> - The teacher shows several videos related to past-tense to remind the students about the principles that will be needed when they are dealing with journal writing. - The teacher writes several third-form words mentioned in the videos. - The teacher together with the students discusses the meaning of the words. - The teacher asks the students to write the 	- Simple-tense videos	Written test	What are activities that you have done this week? You may tell your everyday activities or the only impressive	Attached	4x80 minutes	<i>blogpeta</i> <i>ng.blogs</i> <i>pot.com</i> <i>lromadlo</i> <i>n.blogspot</i> <i>ot.com</i> <i>sinungs.b</i> <i>logspot.c</i> <i>om</i> <i>www.brit</i>

appropriately .	<p>tense sentences in making dialogue appropriately.</p> <p>- Using past-tense sentences in making a recount text appropriately.</p>	<p>new vocabulary in their mini dictionaries that is attached in their journal books.</p> <ul style="list-style-type: none"> - The teacher reminds the students about the test (pre-test) they had before as well as the journals they wrote along the week. - The teacher asks the students what they told through those written texts and refer to what kinds of texts they are. <p><i>Modeling of the Text</i></p> <ul style="list-style-type: none"> - The teacher reminds the students how to formulate sentences as general. - The teacher reminds the students how to deal with simple past tenses as the main parts of recount text. - The teacher asks the students to mention the verbs that may they use frequently to describe their daily activities as well as other additional vocabulary such as the names of days, etc. - The teacher together with the students discusses the suitable English verbs matched with the activities. - The teacher asks the students to write the vocabulary they have not known in their mini dictionary. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> - The teacher asks the students to make sentences from the verbs and write them 			ones.			<i>ishcouncil.org</i>
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		<p>on the white board.</p> <ul style="list-style-type: none"> - The teacher together with the students discusses the sentences. - The teacher asks the students to complete a dialogue about yesterday activities in pairs with different activities for each student. - The teacher allows the students to make use of their journals to get such ideas. - The teacher asks the students to act the dialogue out. - The teacher asks the students to pay attention to their classmates' performance and then mention what the classmates did yesterday. - The teacher shows several vocabulary, and asks the students to discuss and to check their dictionary to find the meanings. - The teacher helps the students to find the appropriate meanings. - The teacher asks the students to write the new vocabulary in their mini dictionaries. - The teacher asks the students to complete a recount text by choosing correct verbs provided in the box. - The teacher together with the students discusses the content of the text. - The teacher show how a sentence can be 	<ul style="list-style-type: none"> - An incomplete dialogue - A list of vocabulary - An incomplete text 					
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		<p>connected each to another in a text.</p> <ul style="list-style-type: none"> - The teacher asks the students to work on true-false task related to the text. - The teacher together with the students discusses the answers. <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> - The teacher asks the students to read their own journals that they have written for about two weeks. - The teacher asks the students to write the activities they did last week. <p><i>Link Related Text</i></p> <ul style="list-style-type: none"> - The teacher let the students know that besides the journals they write every day, letters may also belong to recount text since through letter we can retell past events they experienced. 	<ul style="list-style-type: none"> - A true-false task - Writing test 					
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CYCLE 2

Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Evaluation			Time Allocation	Sources
				Techniques	Instruments	The Examples of Instruments		
At the end of the course, the students are expected	- Knowing the past-simple form of general verbs.	<p><i>Building Knowledge of the Text</i></p> <ul style="list-style-type: none"> - The teacher asks the students about recount text, reminds about the aims, and the main language features. 		Written test	Which day is the most impressive day in these	Attached	4x80 minutes	<i>andriant anjungen glish.blogspot.co</i>

to be able to make a simple recount text accurately, fluently, and appropriately .	<ul style="list-style-type: none"> - Formulating past-tense sentences well - Arranging simple-past sentences into paragraph. - Making a simple-past paragraph well. - Arranging paragraphs into a good recount text. - Making a recount text by using appropriate connecting word well. 	<ul style="list-style-type: none"> - The teacher reminds about in what form we can find the application of recount text, e. g: journal, letter, etc, as well as the text they had in the last meeting. <p><i>Modeling of the Text</i></p> <ul style="list-style-type: none"> - The teacher shows two of the students' works. - The teacher together with the students discusses the mistakes in the two works. - The teacher tells about punctuation and capitalization (writing mechanics) as their frequently-found mistakes. - The teacher explains when and how to apply punctuation in such simple condition in writing. - The teacher shows the examples. - The teacher reminds to apply those punctuation and capitalization rules in their journals. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> - The teacher asks the students to exchange their journal each to another. - The teacher asks the students to correct the last two journal entries by focusing on past tense verbs, 	- The students' works		two latest weeks? How could it be? What did you do that make that day special? Tell me in the form of recount text. Write your story in the following box.		<p><i>m</i></p> <p><i>www.englishdirection.com</i></p> <p>Sukses UN 2013 Bahasa Inggris untuk MTs – Aenun, dkk</p>
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		<p>punctuation, and capitalization.</p> <ul style="list-style-type: none"> - The teacher asks the students to use pencils in correcting their friends' journals. - The teacher asks the students to return the journals to the owners. - The teacher asks the students to rewrite the corrected entries in a piece of paper then submit it. - The teacher asks the students to match present forms of verbs with the past forms. - The teacher asks the students to find past verbs in such a riddle box. - The teacher asks the students to write sentences by using the verbs they find. - The teacher together with the students discusses the sentences. - The teacher asks the students to change verb forms of a recount text. - The teacher asks the students to find the meanings in the context properly by using dictionaries and discussing with friends. - The teacher makes sure that the students find the proper meanings. - The teacher asks the students to decide whether the statements 	<ul style="list-style-type: none"> - A matching-verb task - A riddle box containing couples of verbs arranged randomly - A recount text about camping - True-false tasks 					
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		<p>provided in the tasks are true or false by considering the information stated in the text.</p> <ul style="list-style-type: none"> - The teacher asks the students to rearrange sentences into a good paragraph. - The teacher gives a set of jumbled paragraphs, and then asks the students to rearrange them. <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> - The teacher asks the students to write the activities they did last week. <p><i>Link Related Text</i></p> <ul style="list-style-type: none"> - The teacher let the students know that recount text that they have learned has such similarities with narrative text that will be their next material. Both have simple past tense as their main language feature, and both also tell past events. However narrative tends to be fiction story that aims to entertain. It is quite different from the aim of recount text. - The teacher shows several narrative videos. 	<ul style="list-style-type: none"> - An arranging-sentence task - Jumbled paragraphs about a miserable day - A writing test - Narrative videos 					
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APPENDIX B: LESSON PLANS

LESSON PLAN

School	: MTs Negeri Kawunganten
Subject	: English Language
Class/Semester	: VIII/ II
Text Type	: Recount text
Theme	: Personal Life
Skills	: Writing
Time Allocation	: 4x80 minutes

Standard of Competency: Writing

Expressing meanings through functional written texts and simple essays in the form of recount and narrative texts in order to interact with the surroundings.

Basic competency

12.2 Expressing meanings and rhetorical steps through simple essays in the form of recount and narrative texts accurately, fluently, and appropriately in order to interact with the surroundings.

Indicators:

- Knowing the past-tense forms of daily English verbs well.
- Making past-tense sentences appropriately.
- Using past-tense sentences in making dialogue appropriately.
- Using past-tense sentences in making a recount text appropriately.

1. Learning Objectives

At the end of the course, the students are expected to be able to make a simple recount text accurately, fluently, and appropriately.

2. Learning Materials

- a. Various texts fulfilling recount text principles, such as:

Last Sunday was a terrible day.

My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I kicked the ball too strong, so the ball leaded into a window and I broke the window.

After that, the owner of the house came from the fence of the house, he was shouted on us. Then, one of my cousins told us to run, we all ran, and suddenly we heard a bark sound. Then we knew that the owner of the house let his dog to chase us. But, I fell down so the dog managed to catch me and bite my leg.

My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for one more week.

Adapted from: <http://blogpetang.blogspot.com>

b. Vocabularies related to the theme and the text, such as:

- Nouns: *cousin, neighbor, bark, fence, owner.*
- Verbs : *heard, met, went, bite, exposed, chased, caught.*
- Adjective : *terrible, joyful, bored, fun.*
- Adverb : *late, today, this afternoon, last night.*

3. Learning Method: Genre Based Approach

4. Learning Procedure

First meeting

a. Pre-teaching (40 minutes)

- Greeting
- Praying
- Checking the attendance lists
- Giving pre-test

b. While-teaching (50 minutes)

- The teacher gives a journal book for each students

- The teacher shows power point slides containing the explanation of how to deal with journal writing, the rules, and the examples of simple journal.

Building Knowledge of the Text

- The teacher shows several videos related to past-tense to remind the students about the principles that will be needed when they are dealing with journal writing.
- The teacher writes several third-form words mentioned in the videos.
- The teacher together with the students discusses the meaning of the words.
- The teacher asks the students to write the new vocabularies in their mini dictionaries that is attached in their journal books.

c. Post-teaching

- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.
- The teacher asks the students to submit their journals.
- The teacher reminds the students to bring their English dictionary and journals every time they attend the English class

Second meeting

a. Pre-teaching (10 minutes)

- Greeting
- Praying
- Checking the attendance lists

b. While-teaching (60 minutes)

Building Knowledge of the Text

- The teacher reminds the students about the test (pre-test) they had before as well as the journals they wrote along the week.
- The teacher asks the students what they told through those written texts and refer to what kinds of texts they are.

Modeling of the Text

- The teacher reminds the students how to formulate sentences as general.
- The teacher reminds the students how to deal with simple past tenses as the main parts of recount text.
- The teacher asks the students to mention the verbs that may they use frequently to describe their daily activities as well as other additional vocabularies such as the names of days, etc.
- The teacher together with the students discusses the suitable English verbs matched with the activities.
- The teacher asks the students to write the vocabularies they have not known in their mini dictionary.

Joint Construction of the Text

- The teacher asks the students to make sentences from the verbs and write them on the white board.
- The teacher together with the students discusses the sentences.
- The teacher asks the students to complete a dialogue about yesterday activities in pairs with different activities for each student.
- The teacher allows the students to make use of their journals to get such ideas.

c. Post-teaching (10 minutes)

- The teacher reviews the materials had been taught.
- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.
- The teacher asks the students to submit their journals.
- The teacher reminds the students to bring their English dictionary and journals every time they attend the English class

Third meeting

a. Pre-teaching (10 minutes)

- Greeting
- Praying

- Checking the attendance lists
- Returning the students' journal books

b. While teaching (60 minutes)

Joint Construction of the Text

- The teacher asks the students to act the dialogue out.
- The teacher asks the students to pay attention to their classmates' performance and then mention what the classmates did yesterday.
- The teacher shows several vocabularies, and asks the students to discuss and to check their dictionary to find the meanings.
- The teacher helps the students to find the appropriate meanings.
- The teacher asks the students to write the new vocabularies in their mini dictionaries.
- The teacher asks the students to complete a recount text by choosing correct verbs provided in the box.

c. Post-teaching (10 minutes)

- The teacher reviews the materials had been taught.
- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.

The teacher reminds the students to bring their English dictionary and journals every time they attend the English class.

Forth meeting

a. Pre-teaching (10 minutes)

- Greeting
- Praying
- Checking the attendance lists

b. Kegiatan inti (60 minutes)

c. Joint Construction of the Text

- The teacher together with the students discusses the content of the text.
- The teacher show how a sentence can be connected each to another in a text.

- The teacher asks the students to work on true-false task related to the text.
- The teacher together with the students discusses the answers.

Independent Construction of the Text

- The teacher asks the students to read their own journals that they have written for about two weeks.
- The teacher asks the students to write the activities they did last week.

Link Related Text

- The teacher let the students know that besides the journals they write every day, letters may also belong to recount text since through letter we can retell past events they experienced.

d. Post-teaching (10 minutes)

- The teacher reviews the materials had been taught.
- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.
- The teacher reminds the students to bring their English dictionary and journals every time they attend the English class.

5. Learning Sources

a. Recount texts

Adapted from:

- *blogpetang.blogspot.com*
- *lromadlon.blogspot.com*
- *sinungs.blogspot.com*
- *www.britishcouncil.org*

b. Videos

Taken from: *www.youtube.com*

c. Various reading and writing tasks

6. Assessment

- a. Technique : written test
- b. Instrumen :

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Writing assessment rubric

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate
ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured

	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention - dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

Kawunganten, January 2014

Acknowledged by:
Teacher,

Researcher,

Eti Rahayu, S.Pd
NIP.

Feri Rokhyani Thohid
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TASK 1

Mention the activities usually you do from the early morning to the night. Find the first- and second-form verbs in English. You can consult your dictionaries and discuss with your friends, and then make a sentence for each verb.

TASK 2

Work in pairs. Complete the following dialogue and then act it out.

A: Hi What did you do yesterday?

B:

A: What did you feel?

B: How about you? What did you do yesterday?

A:

B: Did you feel happy?

A:

TASK 3

Guess the meaning and the past forms of the following verbs. You may open your dictionary and discuss with your friends.

bark	/b :k/		
bite	/baɪt/		
catch	/kæt /		
chase	/t eɪs/		
expose	/ɪk'sp ɜz/		
hear	/hɪ r /		
land	/lənd/		
shout	/ a t/		
spend	/spend/		

TASK 4

In pairs, complete the following text by choosing correct verbs in the box.

heard	said	kicked	came
fell	landed	broke	knew

Last Sunday was a terrible day.

My cousins and I were playing football in front of a house together to spend our time. First, it was really fun until I (1)..... the ball too strong, so the ball (2)..... into a window and I (3)..... the window.

After that, the owner of the house (4)..... from the fence of the house, he was shouted on us. Then, one of my cousins told us to run, we all ran, and suddenly we (5)..... a bark sound. Then we (6)....., that the owner of the house let his dog to chase us. But, I (7)..... down so the dog managed to catch me and bite my leg.

My cousins took me to the doctor and told my parents. Finally the doctor (8).....that I was exposed to rabies. Then I was hospitalized for one more week.

Adapted from: <http://blogpetang.blogspot.com>

TASK 5

Read the text about a terrible day. Are the statements true or false? Check (✓) the correct statement.

	True	False
1. Last Sunday, my cousins and I played football at school.	<input type="checkbox"/>	<input type="checkbox"/>
2. I kicked the ball too strong and broke a vase.	<input type="checkbox"/>	<input type="checkbox"/>
3. The owner of the house let his dog to chase us.	<input type="checkbox"/>	<input type="checkbox"/>
4. My cousin was bitten by the dog.	<input type="checkbox"/>	<input type="checkbox"/>
5. I was exposed to rabies.	<input type="checkbox"/>	<input type="checkbox"/>
6. I was hospitalized for one more week.	<input type="checkbox"/>	<input type="checkbox"/>

LESSON PLAN

School	: MTs Negeri Kawunganten
Subject	: English Language
Class/Semester	: VIII/ II
Text Type	: Recount text
Theme	: Personal Life
Skills	: Writing
Time Allocation	: 3x80 minutes

Standard of Competency: Writing

Expressing meanings through functional written texts and simple essays in the form of recount and narrative texts in order to interact with the environment.

Basic competency

12.2 Expressing meanings and rhetorical steps through simple essays in the form of recount and narrative texts accurately, fluently, and appropriately in order to interact with the surroundings.

Indicators:

- Knowing the past-simple form of general verbs.
- Formulating past-tense sentences well
- Arranging simple-past sentences into paragraph.
- Making a simple-past paragraph well.
- Arranging paragraphs into a good recount text.
- Making a recount text by using appropriate connecting word well.

1. Learning Objectives

At the end of the course, the students are expected to be able to make a simple recount text accurately, fluently, and appropriately.

2. Learning Materials

- a. Various texts fulfilling recount text principles, such as:

I had a terrible day today.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday!

I hope I never have a day as the one I had today.

Adapted from:

<http://www.englishdirection.com/2013/06/8-contoh-recount-text-pendek-bahasa.html>,

- b. Vocabularies related to the theme and the text, such as:

- *Nouns: alarm, breakfast, victim, injury, carriage.*
- *Verbs : go off, burn, dress, wear, miss, discover, realize.*
- *Adjective : terrible, enough, serious, miserable.*
- *Adverb : late, today, this afternoon, last night, quickly.*

3. Learning Method: Genre Based Approach

4. Learning Procedure

First meeting

- a. Pre-teaching (10 minutes)
- Greeting
 - Praying
 - Checking the attendance lists

b. While-teaching (60 minutes)

Building Knowledge of the Text

- The teacher asks the students about recount text, reminds about the aims, and the main language features.
- The teacher reminds about in what form we can find the application of recount text, e. g: journal, letter, etc, as well as the test they had in the last meeting.

Modeling of the Text

- The teacher shows two of the students' works.
- The teacher together with the students discusses the mistakes in the two works.
- The teacher tells about punctuation and capitalization (writing mechanics) as their frequently-found mistakes.
- The teacher explains when and how to apply punctuation in such simple condition in writing.
- The teacher shows the examples.
- The teacher reminds to apply those punctuation and capitalization rules in their journals.

Joint Construction of the Text

- The teacher asks the students to exchange their journal each to another.
- The teacher asks the students to correct the last two journal entries by focusing on past tense verbs, punctuation, and capitalization.
- The teacher asks the students to use pencils in correcting their friends' journals.
- The teacher asks the students to return the journals to the owners.
- The teacher asks the students to rewrite the corrected entries in a piece of paper then submit it.

c. Post-teaching (10 minutes)

- The teacher asks the students to submit their journals.
- The teacher reviews the materials had been taught.

- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.
- The teacher reminds the students to bring their English dictionary and journals every time they attend the English class.

Second meeting

a. Pre-teaching (10 minutes)

- Greeting
- Praying
- Checking the attendance lists

b. While-teaching (60 minutes)

Joint Construction of the Text

- The teacher asks the students to match present forms of verbs with the past forms.
- The teacher asks the students to find past verbs in such a riddle box.
- The teacher asks the students to write sentences by using the verbs they find.
- The teacher together with the students discusses the sentences.
- The teacher asks the students to change verb forms of a recount text.
- The teacher asks the students to find the meanings in the context properly by using dictionaries and discussing with friends.
- The teacher makes sure that the students find the proper meanings.
- The teacher asks the students to decide whether the statements provided in the tasks are true or false by considering the information stated in the text.

c. Post-teaching (10 minutes)

- The teacher reviews the materials had been taught.
 - The teacher asks whether there is any unclear point or not.
 - The teacher describes about the next material generally.
- The teacher reminds the students to bring their English dictionary and journals every time they attend the English class

Third meeting

a. Pre-teaching (10 minutes)

- Greeting
- Praying
- Checking the attendance lists

b. While-teaching (60 minutes)

Joint Construction of the Text

- The teacher asks the students to rearrange sentences into a good paragraph.
- The teacher gives a set of jumbled paragraphs, and then asks the students to rearrange them.

Independent Construction of the Text

- The teacher asks the students to write the activities they did last week.

Link Related Text

- The teacher let the students know that recount text that they have learned has such similarities with narrative text that will be their next material. Both have simple past tense as their main language feature, and both also tell past events. However narrative tends to be fiction story that aims to entertain. It is quite different from the aim of recount text.
- The teacher shows several narrative videos.

c. Post-teaching (10 minutes)

- The teacher reviews the materials that had been taught.
- The teacher asks whether there is any unclear point or not.
- The teacher describes about the next material generally.

The teacher reminds the students to bring their English dictionary and journals every time they attend the English class.

5. Learning Sources

a. Recount texts

Adapted from:

- i. *andriantanjungenglish.blogspot.com*
- ii. *www.englishdirection.com*

b. Videos

Taken from: *www.youtube.com*

c. Various reading and writing tasks

Some were adapted from:

- i. Sukses UN 2013 Bahasa Inggris untuk MTs – Aenun, dkk

6. Assessment

a. Technique : Written test

b. Instrumen :

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Writing assessment rubric

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate

ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – well-organized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured

	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention - dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

Kawunganten, February 2014

Acknowledged by:

Teacher,

Researcher,

Eti Rahayu, S.Pd
NIP.

Feri Rokhyani Thohid
NIM. 10202244024

TASK 1

Match the words in the column A with the right past tense in the column B.

Column A

go
see
eat
buy
tell
say
make
hear
feel
think

Column B

felt
went
thought
saw
ate
heard
bought
told
made
said

TASK 2

Find at least five past simple verbs in the table, and then make sentences by using the verbs.

A	W	E	N	T	R	C	W	S	A	W	I	O	M	B
E	R	V	B	T	Y	N	U	I	N	I	N	F	C	V
W	S	A	P	L	A	Y	E	D	X	S	W	A	M	I
I	O	T	Y	N	V	E	D	F	H	Y	U	J	L	W
S	V	I	S	I	T	E	D	C	D	S	E	W	H	A
I	N	M	K	Y	R	E	W	C	I	V	G	A	S	T
S	T	A	Y	E	D	C	V	B	D	V	E	S	V	C
V	W	E	S	F	V	B	N	T	U	J	B	D	G	H
S	J	A	T	E	D	T	Y	B	C	O	I	N	P	E
S	T	V	F	R	D	U	I	A	C	X	Z	I	O	D

Adapted from: <http://www.welcometoenglishandfun.com>

TASK 3

In pairs, complete the following text with the correct form of the verbs.

I (have) a terrible day yesterday.

First, I (wake) up an hour late because my alarm clock (does) not go off. Then, I (am) in such a hurry that I (burn) my hand when I was making breakfast. After breakfast, I (get) dressed so quickly that I (forget) to wear socks.

Next, I (run) out of the house trying to get the 9:30 bus, but of course I (miss) it. I (want) to take a taxi, but I (do) not have enough money.

Finally, I (walk) the three miles to my school only to discover that it (is). Sunday! I hope I never have a day as the one I had yesterday.

Taken from: <http://andriantanjungenglish.blogspot.com>

TASK 4

After completing the verbs, read the text above, and then guess the meaning of the words based on the context. You may use your dictionary and discuss with your friends.

discover	/dɪ'sk v. r /	
go off	/g . f/	
hurry	/'h r.i/	
miss	/mɪs/	
such	/s t /	

terrible	/ˈter. .bl /	
wake up	/weɪk. p/	

TASK 5

Read the text above once more, and then write T if the statement is true and F if the statement is false. Correct the false statements.

No	Statements	T/F	Correction
1.	The alarm rang very loudly.		
2.	The writer got breakfast in hurry.		
3.	The writer dressed completely.		
4.	The writer went to the school by taxi		
5.	When the writer arrived at the school, he realized that it was Sunday.		

TASK 5

Arrange these sentences into good paragraphs.

1.
 - 1) On the last day, we went to the Bugis street.
 - 2) We took a lot of pictures around famous statues.
 - 3) After that, we went to airport and flew back to Indonesia.
 - 4) There, we bought some gifts for friends.
 - 5) Last year, my friend and I went to Singapore.
 - 6) On the first day, we went to Universal Studio.
 - 7) On the second day, we went to Merlion Statue.

2.
 - 1) We arrive at the rail station at 6 o'clock
 - 2) Although it took 5 to 6 hours, we enjoyed the journey very much.
 - 3) Last Lebaran, my family and I went to my uncle's house by train.
 - 4) We sat comfortably at the carriage number 3.
 - 5) After we waited for 35 minutes, finally our train came.
 - 6) We left our house at 5 o'clock in the morning.

3.
 - 1) Yesterday, my family went to the zoo.
 - 2) But we were very happy because we had so much fun.
 - 3) When we returned home, we were very tired.
 - 4) In the afternoon, we saw the animals being fed.
 - 5) Before lunch we fed some birds in the park.

- 6) We bought some food to give to the animals.
4. 1) Last weekend, we had a 'Persami' activity.
 2) Then, we started to pitch tents.
 3) After that, we put a flag on the top of each tent.
 4) In a short time, the tents were ready.
 5) We left for the wood at 5 in the morning.
 6) After a long drive, we arrived and found a good camping site.
5. 1) The sun was shining brightly at first.
 2) But after a while, dark clouds appeared in the sky.
 3) I woke up early then I went to the bus station at 9.30.
 4) Yesterday, I went to my hometown by bus.
 5) When we arrived at my hometown, it was raining heavily.
 6) The bus arrived at 10.00, and then we left.

TASK 6

Rearrange those jumbled paragraphs into a good text by numbering the paragraphs.

Because that time all members of the family were outside the house, the only victim was Dimas. He was brought into the nearest hospital eventually. He got no serious physical injury, but he is still completely traumatized by this accident until now on. I feel very sorry to him.	Paragraph ()
More than twenty people helped to put out the fire, but it did not work at all. Soon after several firemen and their fire engine came, the fire finally could be extinguished.	Paragraph ()
Last Monday was a very miserable day. My neighbor's house was caught on fire.	Paragraph ()
The fire was started by Dimas, my neighbor's youngest child who played with matches. First, it was only dried grass beside the house that was burnt. Unluckily, the fire flared up and then burnt out the whole house.	Paragraph ()

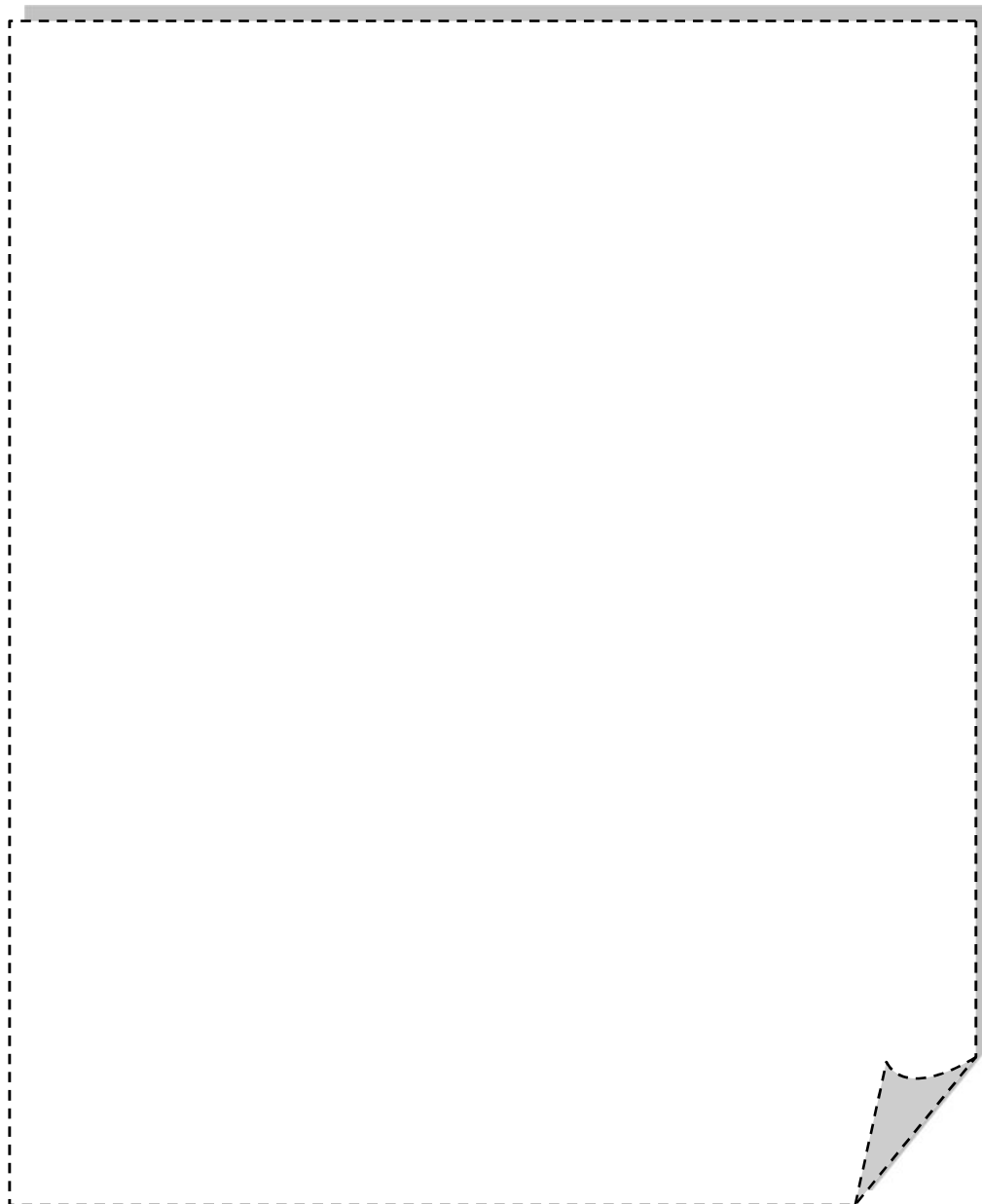
APPENDIX C:
WRITING TEST
WORKSHEETS

*PRE-TEST

Name :

Class :

What did you do in your last holiday? Did you go somewhere with your family or friends? Did you meet someone special? Did you try to do something new? Tell me in the form of recount text. Write your story in the following box.

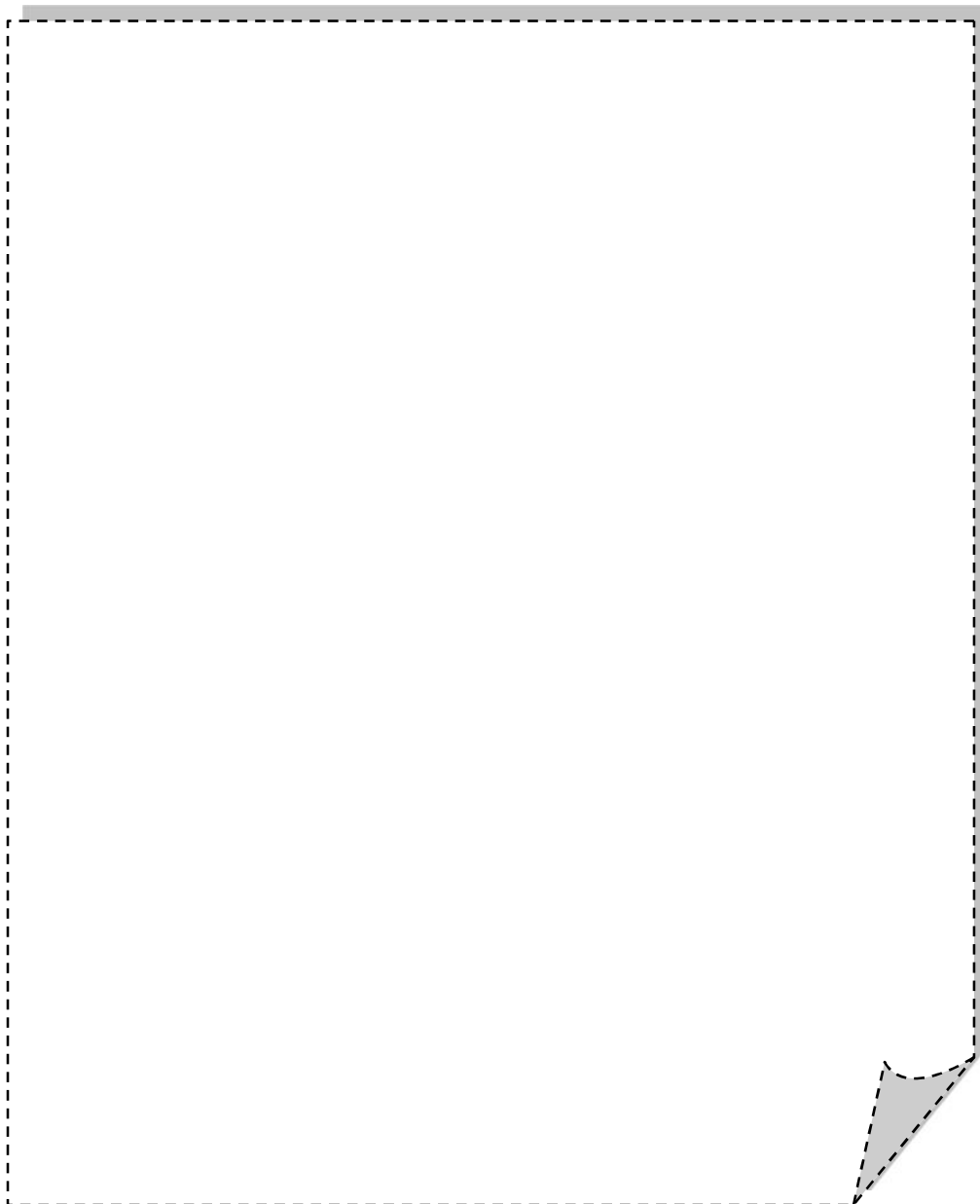


*TEST (CYCLE 1)

Name :

Class :

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

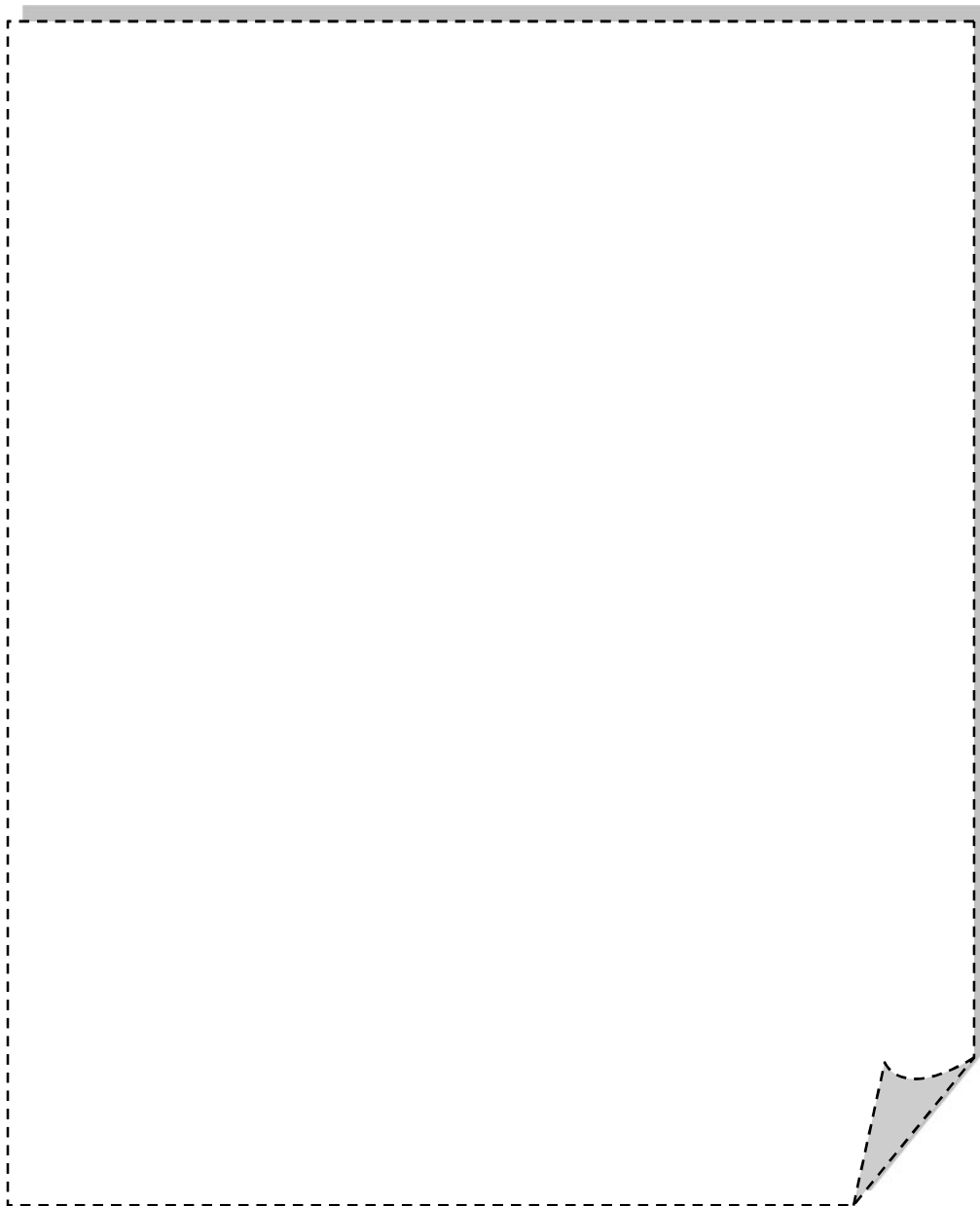


*TEST (CYCLE 2)

Name :

Class :

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.



APPENDIX D:

FIELD NOTES

FIELD NOTES

No : FN. 01
 Hari, tanggal : Senin, 20 Januari 2014
 Jam : 07.50-08.00 WIB
 Tempat : Ruang guru
 Kegiatan : Perijinan
 Responden : Peneliti dan kepala kurikulum

Kurang lebih pukul 07.50 peneliti sampai di lokasi penelitian. Karena guru Bahasa Inggris bersangkutan, Ibu Eti Rahayu, harus melaksanakan pengajaran di kelas IX terlebih dahulu, peneliti menunggu di ruang guru. Sembari menunggu, peneliti sempat bertemu dengan bagian kurikulum untuk menyatakan bahwa hari Senin tanggal 20 Januari 2013 peneliti akan mulai melaksanakan rangkaian penelitian yang akan diawali dengan observasi kelas terlebih dahulu serta menjelaskan bahwa penelitian akan berlangsung kurang lebih satu bulan. Namun, surat ijin penelitian baru dapat disusulkan minggu depan karena baru dapat diambil dari kantor kementerian dan departemen agama Cilacap pada hari Selasa, 21 Januari 2013. Untungnya dari pihak kurikulum sendiri tidak berkeberatan.

FIELD NOTES

No : FN. 02
 Hari, tanggal : Senin, 20 Januari 2014
 Jam : 09.15-11.00 WIB
 Tempat : Ruang kelas
 Kegiatan : Observasi kelas
 Responden : Peneliti, guru Bahasa Inggris, dan siswa-siswi VIII D

Sekitar pukul 09.15 guru Bahasa Inggris bersama dengan peneliti menuju ke kelas. Setelah memberi salam dan memperkenalkan peneliti kepada para siswa, guru mengawali kelas dengan menanyakan siapa yang tidak hadir, kemudian memastikan siswa sudah siap mengikuti pelajaran hari itu. Sementara peneliti menempatkan diri di kursi bagian paling belakang untuk meneliti dan mengamati berlangsungnya kelas pada hari itu.

Guru menanyakan kepada siswa perihal materi yang lalu yaitu mengenai recount text. Guru menanyakan apakah mereka masih mengingat pengertian recount text dengan menanyakannya kepada beberapa siswa. "What is recount text, Anas?" Setelah salah satu menjawab dengan membaca dari buku. Guru bertanya lebih detail tentang isi recount text secara umum. Para siswa menjawab, "Tentang pengalaman lampau." Setelah itu guru juga menanyakan tentang generic structure dari recount text, yang pertama tentang orientation. Beliau bertanya apa isi dari orientation. Para siswa menjawab bahwa isinya adalah waktu, tempat. Saat ditanya mengenai generic structure selanjutnya, hampir secara serempak siswa menjawab, "Events." Kemudian guru menanyakan tentang isi bagian events yang

kemudian disimpulkan bahwa events berisi *sequences of story*. Setelah itu, saat ditanyakan mengenai reorientation, sebagian siswa memahaminya sebagai kesimpulan.

Setelah selesai mengingatkan para siswa, guru kemudian kembali mengajarkan bentuk simple past tense yang pada semester sebelumnya sudah diajarkan. Sebelumnya beliau meminta beberapa siswa membentuk kalimat bentuk simple past tense secara lisan dan spontan. Ada siswa yang ditunjuk membuat sebuah kalimat dengan melihat catatan di bukunya, guru menegurnya dan meminta siswa tersebut untuk membuat kalimat tanpa melihat buku. Setelah itu guru menunjuk siswa lain. Beberapa kalimat yang disebutkan siswa adalah: “*Eko swam in the river*” dan “*Last morning, Gufron went to MTs Negeri Kawunganten.*” Setelah itu guru meminta salah satu siswa bernama Doni untuk mengurutkan kata menjadi kalimat yang benar. Kata tersebut adalah sebagai berikut: *yesterday – Doni – his grandmother – visited*. Meski sempat salah, Doni dapat menjawab tugas itu dengan menjawab, “*Doni visited his grandmother yesterday.*” Setelah itu guru menunjuk siswa lain dengan soal yang berbeda yaitu: *Fery – last night – tv – watched*. Siswa yang ditunjuk bernama Fery, dan dia menjawab, “*Fery, last night, watched TV.*” Guru menanyakannya kepada siswa lain dan jawabannya sama. Guru menjelaskan bahwa adverb lebih baik diletakan dibagian depan atau belakang kalimat, bukan ditengah kalimat seperti yang dilakukan kedua siswa tadi. Akhirnya salah satu siswa putri dapat menjawabnya dengan tepat sebagai berikut, “*Fery watched TV last night.*”

Setelah itu, guru menuliskan beberapa soal serupa di *white board* secara spontan. Sepertinya guru tidak mempersiapkan tasks ini dengan matang karena beliau beberapa kali mengganti kata dalam soal. Selain itu guru juga sempat menghampiri peneliti yang duduk di belakang. Kemudian menanyakan tentang soal-soal tadi dan menyadari ada beberapa bagian yang kurang, salah satunya adalah kurangnya preposisi ‘in’ sebelum Pangandaran Beach pada soal nomer satu. Pada akhirnya tersusun soal-soal sebagai berikut: (1) *last holiday – camping – in pangandaran beach – did – students*, (2) *a cake – last monday – made – mother – her son birthday – for*, (3) *mount bromo – climbed – fery and saeful – last year*, dan (4) *students of 8D – punishment – got – English teacher – from*. Guru memberi waktu sekitar 15 menit untuk siswa mengerjakan soal tersebut. Para siswa menggunakan kamus sebagai alat bantu mengerjakan soal-soal tadi. Setelah itu, guru menunjuk beberapa siswa untuk maju, beberapa siswa malah maju tanpa diminta. Jawaban dituliskan di papan tulis kemudian didiskusikan bersama. Secara umum siswa menjawab dengan baik dan benar, hanya ada beberapa bagian kecil yang kurang, seperti kurang huruf s pada student bentuk jamak dan preposisi in sebelum Pangandaran Beach.

Setelah diskusi selesai, guru kembali memberi latihan kepada para siswa untuk melengkapi kalimat rumpang dengan mengganti bentuk kata kerja dalam tanda kurung sesuai dengan kaidah simple past tenses. Soal-soal dituliskan secara spontan oleh guru di *white board*. Adapun soal tersebut adalah sebagai berikut: (1) Sigit (*buy*) *a new dictionary yesterday*, (2) Boby and Maharani (*sing*) *a new song together*, (3) Anas and Nur (*sit*) *in the first row last week*, (4) Indi, Riyani, and Banat (*bring*) *many books*. Belum selesai menulis soal-soal bel

tanda istirahat berbunyi. Para siswa diperbolehkan beristirahat, dan guru berpesan untuk tidak menghapus tulisan di papan tulis karena setelah istirahat pelajaran Bahasa Inggris akan dilanjutkan. Sementara guru Bahasa Inggris meninggalkan kelas, peneliti mengadakan interview dengan dua orang siswa bernama Maharani dan Saeful. Transkrip mengenai interview terkait dilampirkan dalam Transkrip 2 dan 3.

Pukul 10.25 kelas kembali dimulai. Guru menambahkan satu soal latihan serupa sebagai berikut: (5) *My uncle (cut) his hair last month*. Guru kembali memberikan waktu sekitar 15 menit untuk siswa mengerjakan soal-soal tersebut. Setelah selesai beberapa siswa aktif maju untuk menjawab. Ada seorang siswa bernama Linda yang di latihan sebelumnya sudah maju, namun mengajukan diri lagi. Guru meminta Linda mundur dan meminta siswa lain yang belum mendapatkan kesempatan untuk maju supaya giliran maju dapat merata. Setelah lima soal tadi terjawab, guru dan para siswa kembali mencocokkan jawaban bersama. Empat soal benar dan satu soal kurang tepat yaitu soal nomer dua. Jawaban siswa adalah: *Boby and Maharani sung a new song together*. Setelah didiskusikan ada beberapa siswa yang kekeuh bahwa jawaban yang benar adalah “*sung*,” namun guru menjelaskan bahwa *sung* adalah bentuk kata ketiga dari *sing*, sedang bentuk kata kedua yang biasa digunakan dalam kalimat bentuk simple past tense adalah verb II. Beliau juga menjelaskan bahwa urutan bentuk kata kerja *sing* adalah *sing – sang – sung*.

Di 30 menit terakhir, guru meminta siswa untuk membentuk kelompok yang beranggotakan empat orang. Kemudian mereka diminta untuk menjawab Task 11 dan 12 dalam LKS untuk kemudian dikumpulkan diakhir pelajaran. Ada beberapa siswa yang agak sulit diatur dalam membentuk kelompok, sehingga guru ikut turun tangan mengatur pengelompokan.

Secara umum, para siswa kelas VIII D antusias dan aktif dalam mengikuti proses pembelajaran Bahasa Inggris dalam kelas. Meski beberapa ada siswa yang meletakkan kepala diatas meja dan berkesan kurang bersemangat. Selain itu ada pula siswa yang berjalan-jalan ke meja teman, serta mengobrol sehingga ditegur guru.

Diakhir pelajaran, siswa mengaku belum selesai mengerjakan. Akhirnya guru memberikan kompensasi agar tugas tersebut boleh dikumpulkan besok pagi sebelum pelajaran Bahasa Inggris pukul 12.35 dimulai. Para siswa sepakat dan menyanggupinya. Setelah bel berakhirnya jam pelajaran Bahasa Inggris berbunyi, guru mengucapkan salam kemudian meninggalkan kelas, yang kemudian diikuti oleh peneliti.

FIELD NOTES

No : FN. 03
 Hari, tanggal : Selasa, 21 Januari 2014
 Jam : 12.30-13.50 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Pretest dan pengenalan teknik menulis jurnal
 Responden : Peneliti, guru Bahasa Inggris, dan siswa-siswi VIII D

Peneliti sampai di sekolah sekitar pukul 12.30 dan langsung memasuki ruang guru. Setelah bersalaman dengan beberapa guru, peneliti mempersiapkan diri dan beberapa alat sambil menunggu Ibu Eti salat Dhuhur. Di meja Bu Eti sudah dipersiapkan speaker, karena sebelumnya peneliti menanyakan apakah di kelas terdapat speaker atau tidak berhubung peneliti bermaksud memutar video sebagai selingan. Speaker tersebut adalah speaker bersama milik sekolah, karena setiap kelas ternyata tidak difasilitasi dengan speaker.

Setelah mengambil daftar hadir, guru bersama dengan peneliti langsung menuju ruang kelas VIII D. Guru langsung memberikan waktu dan tempat kepada peneliti, sedang beliau menempatkan diri dikursi belakang untuk mengamati proses pembelajaran. Walaupun sudah diperkenalkan sebelumnya, setelah memberi salam dan menyapa para siswa, peneliti kembali memperkenalkan diri secara lebih lengkap termasuk menginformasikan bahwa keberadaannya di kelas itu sehubungan dengan penelitian untuk menyelesaikan tugas akhir yang sedang dilakukannya. Siswa-siswi memberi sambutan yang hangat dan menyenangkan. Karena peneliti belum kenal betul dengan siswa-siswi kelas VIII D, dia pun mengecek kehadiran siswa dengan memanggil mereka satu persatu. Salah satu siswa bernama Ahmad Hufon tidak masuk tanpa ada keterangan.

Di pertemuan pertama ini, peneliti memberikan pre-test. Dia menjelaskan kepada para siswa bahwa peneliti ingin mengetahui mengenai seberapa jauh kemampuan yang sudah mereka miliki dalam skill writing. Setelah membagikan kertas soal, peneliti memberi waktu 30 menit untuk menuliskan kegiatan apa yang mereka lakukan selama liburan. Siswa diperbolehkan berdiskusi dan membuka kamus. Beberapa siswa tampak kesulitan. Ada beberapa siswa yang mengaku tidak melakukan apa-apa saat liburan. Peneliti mencoba membantu menemukan ide, dengan mengatakan “Yah, masa sama sekali gak ngapa-ngapain? Ya misal main gitu?” Siswa yang bernama Doni menjawab, “Ya main Bu, main bahasa Inggris apa?” Tanya Doni kepada Anas. Membiarkan mereka berdiskusi peneliti kembali berkeliling, ada beberapa siswa menanyakan beberapa vocabulary dan frasa seperti, “Setelah sampai disana Bahasa Inggrisnya apa Bu?”, “Mendapat Bahasa Inggrisnya apa Bu?” Dan lain sebagainya. Kegiatan menulis mereka agak tersendat karena beberapa siswa tidak membawa kamus sendiri sehingga harus bergantian. Beberapa dari mereka, meski membawa kamus pun terkadang lebih memilih bertanya kepada teman, peneliti atau guru dari pada mencarinya sendiri dikamus. Selain dilihat dari kosakata yang relative masih rendah, kurang fluentnya para siswa-siswi juga terlihat dari beberapa siswa yang merasa perlu menuliskan kalimat dalam Bahasa Indonesia dulu untuk kemudian di terjemahkan

dalam Bahasa Inggris. Setelah 30 menit, para siswa diminta mengumpulkan kertas pre-testnya.

Kelas dilanjutkan dengan pengenalan jurnal. Setelah membagikan buku jurnal kepada masing-masing anak, peneliti menjelaskan cara mainnya lewat *slide power point*. Yang pertama siswa diminta mendekorasi buku jurnalnya sendiri, yang kedua mereka diingatkan untuk menulis identitasnya, kemudian mereka juga diminta untuk menulis tiap hari dan mengikuti aturan sederhana yang sudah dicantumkan (terlampir). Setelah itu, peneliti juga menunjukkan beberapa contoh tulisan jurnal sederhana sebagai gambaran mengenai apa yang harus siswa lakukan sehubungan dengan penulisan jurnal tadi.

Karena masih ada waktu sekitar 15 menit sebelum waktu pulang, peneliti menawarkan, “Mau nonton video gak?” Para siswa bersemangat menjawab “Mauuuu.” Lalu peneliti memutar tiga video mengenai simple past tense yang didalamnya terdapat beberapa kata kerja Bahasa Inggris bentuk II. Siswa terlihat bersemangat dan senang menonton video-video tadi. Guru menuliskan verb II dalam video di papan tulis dan mendiskusikan mengenai apa bentuk pertamanya dan apa maknanya. Selain itu, peneliti juga meminta siswa untuk menuliskan kosakata barunya.

Tidak lama kemudian, bel tanda pulang berbunyi. Sambil bersiap-siap pulang, peneliti mengingatkan untuk mulai menulis jurnal mulai hari ini. Setelah berdoa bersama, peneliti mengucapkan salam dan menutup kelas. Setelah kelas selesai dan para siswa meninggalkan kelas, guru menghampiri peneliti. Membantu membereskan peralatan, sambil berdiskusi sebentar, kemudian kembali ke ruang guru.

FIELD NOTES

No : FN. 04
 Hari, tanggal : Rabu, 22 Januari 2014
 Jam : 07.50-08.10 WIB
 Tempat : Ruang tunggu Tata Usaha
 Kegiatan : Perijinan
 Responden : Peneliti dan dua pengurus TU

Sekitar pukul 07.50 peneliti sampai di MTs Negeri Kawunganten dan langsung memasuki ruang tunggu TU dan bertemu salah seorang pengurus TU yang sedang menata berkas. “Assalamualaikum, maaf Pak, permisi, kalau mau menyerahkan surat ijin penelitian dimana ya?” sapa peneliti. “Oya sebentar mbak,” petugas menerima surat, kemudian masuk ke ruang utama TU. Tidak lama kemudian ada seorang petugas yang lain keluar dari ruangan dan kemudian duduk bersama peneliti. “Ya ini kan dari Departemen Agama ya Mbak, disini cuma tembusannya aja. Ya nanti hasil penelitiannya juga diserahkannya kesana, ya kesini juga sih. Sini kan lokasinya, nah ini sudah atau baru akan penelitian Mbak?” Tanya ibu petugas. “Sebenarnya kemarin Senin dan Selasa sudah mulai masuk Bu, sudah ijin Pak Edi juga kalau surat ijinnya menyusul,” jawab peneliti.

Setelah dua tiga pertanyaan lagi, dan peneliti menjelaskan bahwa sudah mengadakan koordinasi dengan Ibu Eti dan penelitian akan dilaksanakan kurang lebih satu bulan, peneliti meminta tolong untuk nantinya diakhir penelitian bisa mendapatkan surat pernyataan “sudah melaksanakan penelitian” dari sekolah. Petugas menyanggupinya. Perbincangan selesai, peneliti pamit, mengucapkan salam, kemudian meninggalkan ruangan.

FIELD NOTES

No : FN. 05
 Hari, tanggal : Rabu, 22 Januari 2014
 Jam : 08.50-09.10 WIB
 Tempat : Ruang guru
 Kegiatan : Diskusi perencanaan kegiatan kelas
 Responden : Peneliti dan guru Bahasa Inggris

Peneliti mengungkapkan mengenai sedikit kebingungannya mengenai kegiatan yang akan diaplikasikan di kelas apakah kegiatan yang berhubungan tentang writing saja atau perlu juga materi listening dan writing kepada Bu Eti, guru Bahasa Inggris bersangkutan. Guru lebih fleksible dan menyerahkan kepada peneliti sesuai kebutuhan. Namun beliau memeberi masukan toh dari hasil writing bisa dijadikan bahan untuk speaking, mengingat tidak mungkin para siswa dapat berbicara secara spontan dalam Bahasa Inggris. Selain itu guru juga menambahkan untuk mengajari anak-anak kosakata yang sekiranya dapat mereka aplikasikan saat menulis jurnal mereka, semisal “makan” juga masalah hari-hari dan penggunaan “on” sebelum kata yang menunjukan hari, daripada mengajarkan kata yang akan jarang atau tidak diaplikasikan dalam jurnal.

FIELD NOTES

No : FN. 06
 Hari, tanggal : Senin, 27 Januari 2014
 Jam : 09.05-11.50 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Latihan menyusun kalimat past simple tense
 Responden : Peneliti, dan siswa-siswi VIII D

Pukul 09.05 peneliti bersama dengan guru Bahasa Inggris menuju ruang kelas VIII D. Guru menyerahkan kelas sepenuhnya kepada peneliti. Setelah salam dan menyapa siswa, peneliti mengecek kehadiran siswa. Kebetulan saat itu seluruh siswa-siswi kelas VIII D hadir. Kemudian peneliti menyampaikan bahwa setelah melihat hasil pre-test yang diberikan kemarin, peneliti mengambil kesimpulan bahwa para siswa masih bingung mengenai bagaimana seharusnya menyusun kalimat. “Yaaaaa,” mereka mengiyakan dengan serempak. “Ya sudah, sekarang kita belajar menyusun kalimat dulu ya?” kata peneliti. Peneliti kemudian

mulai menjelaskan, bahwa pada dasarnya kalimat pada umumnya memang terdiri dari subjek, predikat, objek, dan keterangan, tapi jika terdiri dari subjek dan predikat saja sudah dapat disebut kalimat. Peneliti menjelaskan bahwa kedudukan subjek dan predikat dalam kalimat adalah wajib, sedangkan objek dan keterangan cenderung sunnah, penggunaannya bisa disesuaikan. “Kayak belajar Fiqih aja,” cletuk salah seorang siswa yang disambut tawa siswa yang lainnya. Setelah itu peneliti menjelaskan lebih detail tentang subjek dan predikat. Peneliti menyebutkan tentang contoh kata ganti yang dapat ditempatkan sebagai subjek, seperti I, you, they, we, he, she, it, Indi, dan Anas. Kemudian peneliti menjelaskan masalah kata kerja dan bentuk tenses. Karena materi yang berhubungan adalah mengenai recount, maka peneliti lebih menitikberatkan kepada poin-poin kalimat bentuk simple past tense.

Setelah para siswa selesai mencatatkan bagan sederhana yang dibuat peneliti, peneliti meminta mereka menyebutkan kegiatan yang mereka lakukan sepanjang hari, sejak bangun tidur hingga tidur kembali, beberapa diantara adalah, bangun, mandi, siap-siap, makan, berangkat sekolah, jalan, bersepeda, belajar memasak, membantu, main, menonton TV, dan tidur. Setelah itu peneliti meminta siswa mencari kata-kata tersebut dalam kamus dalam bentuk verb I dan verb II. Beberapa siswa ternyata tidak membawa kamus, setelah ditanya mereka mengaku tidak mempunyai kamus. Maka dua orang siswa diijinkan ke perpustakaan untuk meminjam beberapa kamus. Peneliti meminta siswa yang sudah menemukan katanya untuk maju ke depan dan menuliskannya di *white board*. Diawal, para siswa terlihat ragu dan malu-malu. Namun setelah didorong peneliti untuk mencoba, beberapa malah bersedia maju tanpa ditunjuk. Ada beberapa kata yang tidak terisi bentuk verb I dan verb II-nya, antara lain bersiap-siap dan bersepeda, maka penelitalah yang akhirnya mengisikannya. Selain itu peneliti juga membenarkan beberapa vocabulary yang keliru seperti woked up. Setelah semua table tersisi, peneliti meminta siswa membuat kalimat dengan bentuk verb II dari kosakata tadi.

Pukul 09.45 bel tanda istirahat berbunyi. Peneliti mempersilahkan siswa beristirahat terlebih dahulu. Sekitar pukul 10.00 siswa kembali diminta masuk ke kelas untuk meneruskan pelajaran. Peneliti menunjuk beberapa siswa yang cenderung rame dan kurang memperhatikan untuk maju membuat kalimat, sisanya boleh memilih untuk membuat kalimat dari kata yang mana saja. Seperti aktifitas sebelumnya, peneliti meminta siswa yang sudah selesai untuk maju dan menuliskan kalimat buatannya. Sementara itu, peneliti berkeliling meneliti siswa bekerja. Salah satu siswa yang diteliti pekerjaannya adalah Saeful, kurang lebih kalimat buatannya adalah sebagai berikut: I am waked up in the morning. Peneliti menjelaskan dan mengulang kembali materi yang di jelaskn di awal bahwa simple paste tense tidak perlu menggunakan am, melainkan setelah subjek langsung saja ditambahkan verb II. Kesalahan yang sama juga ditemukan di beberapa siswa lainnya, peneliti pun mencoba kembali menjelaskannya. Peneliti kembali berkeliling, memastikan para siswa tidak mengalami kesulitan. “Bu, kalimatnya seperti ini benar?” beberapa siswi perempuan bertanya demikian ketika didekati. Beberapa siswa lainnya juga aktif bertanya, mengagkat tangan,

bahkan menghampiri peneliti untuk memastikan. Saat maju pun mereka cenderung sangat antusias. Para siswa mulai berani mencoba dan tidak malu-malu lagi.

Setelah tidak ada lagi siswa yang maju, peneliti bersama-sama dengan para siswa membahas kalimat-kalimat tadi. secara garis besar kalimat yang dihasilkan sudah cukup baik, hanya ada beberapa kesalahan, seperti kurang kata depan seperti *at* dan *with*, juga kesalahan *woked up* yang seharusnya *waked* atau *woke up*.

Peneliti kemudian memberikan tugas selanjutnya, yaitu membuat kalimat untuk melengkapi dialog secara berpasangan mengenai apa yang mereka lakukan kemarin. Peneliti terlebih dahulu memberi contoh, karena seperti yang dipesankan oleh Bu Eti, anak-anak cenderung bingung kalau tidak diberi contoh. Beberapa siswa sempat bingung, namun segera mengerti setelah dijelaskan kembali. Beberapa siswa minta dilihat pekerjaannya. Arif dan Eko, pasangan yang sudah selesai peneliti minta untuk maju. Setelah itu bersama-sama membahas isinya. Karena asyik mengajar, peneliti sampai-sampai tidak sadar, Bu Eti sudah menunggu di depan pintu, mengingatkan bahwa waktu sudah habis dan guru matematika sudah menunggu. Peneliti tidak menyadari karena listrik mati dan bel tidak berbunyi. Peneliti segera berkemas, mengingatkan para siswa untuk membawa jurnalnya dipertemuan berikutnya, menutup kelas, kemudian meninggalkan kelas menuju ruang guru.

FIELD NOTES

No : FN. 07
 Hari, tanggal : Senin, 27 Januari 2014
 Jam : 10.50-11.10 WIB
 Tempat : Ruang guru
 Kegiatan : Diskusi perencanaan kegiatan kelas
 Responden : Peneliti dan guru Bahasa Inggris

Sebelum mengajar, sebenarnya peneliti sudah menyampaikan tentang materi yang akan dia sampaikan hari itu kepada guru Bahasa Inggris. Mengingat kemampuan yang masih kurang tentang penyusunan kalimat, peneliti bermaksud untuk menjelaskan tentang penyusunan kalimat, khususnya simple tense ditambah dengan memberikan kosakata yang berhubungan dengan kehidupan sehari-hari yang sekiranya bisa mereka aplikasikan dalam penulisan jurnal. Guru Bahasa Inggris menyimak, kemudian menyetujuinya. Namun karena waktu sudah mepet waktu pelajaran, diskusi tidak diteruskan.

Setelah peneliti selesai mengajar, sekitar pukul 11.50, baru diskusi kembali dilaksanakan. Peneliti menyampaikan bahwa tadi sudah sempat meminta siswa menyusun dialog menggunakan past tense, dan berencana meminta siswa mempraktekannya. Tadi sudah ada satu pasang yang maju, sisanya akan diminta tampil di hari berikutnya. Kemudian kegiatan akan dilanjutkan dengan memberikan beberapa kosakata yang nantinya berhubungan dengan suatu teks recount. Setelah itu siswa diminta melengkapi teks dan menjawab soal true-false. Mengenai rencana pembelajaran ini guru menyetujuinya.

Peneliti juga menunjukan RPP serta bentuk tasks yang akan diberikan. Untuk RPP, guru menyarankan agar indikator dan target setiap pertemuan dibuat lebih jelas, walau satu RPP disusun untuk tiga pertemuan sekaligus (satu cycle). Dengan begitu diharapkan kita akan dapat lebih tepat sasaran dan memiliki harapan dan capaian yang tepat dan detil untuk setiap pertemuan. Untuk task yang disediakan, guru sudah menyetujui, hanya menyarankan untuk menambah soal di task melengkapi teks. Selain itu, guru juga berpesan untuk tetap menambah kosakata bagi para siswa, karena kosakata adalah bagian penting yang diperlukan untuk meningkatkan kemampuan siswa.

FIELD NOTES

No : FN. 08
 Hari, tanggal : Selasa, 28 Januari 2014
 Jam : 11.35-13.45 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Latihan kalimat past simple tense dan recount text
 Responden : Peneliti, dan siswa-siswi VIII D

Tepat sekitar pukul 11.35 peneliti memasuki ruang kelas. Setelah kelas siap, peneliti membuka kelas dengan salam dan sapa kemudian mengecek kehadiran siswa. Pada hari itu, seluruh siswa hadir.

Setelah itu guru menanyakan, “Kemarin terakhir kita ngapain ya?”

Kebanyakan siswa lupa, beberapa ada yang berkata, “Dialog.”

“Nah, iya kemarin terakhir Ibu minta bikin dialog tentang what did you do yesterday kan? Udah selesai semua?” tanya peneliti. Setelah diminta mengangkat tangan bagi yang sudah selesai, ternyata kebanyakan siswa belum menyelesaikannya. Peneliti memberi waktu beberapa menit, sambil mengecek pekerjaan siswa, kemudian meminta siswa yang sudah selesai untuk maju mempraktekan dialog.

Pasangan pertama yang maju hari itu bernama Saeful dan Fery. “*I made dodol,*” jawab Saeful ketika ditanya Fery tentang kegiatan yang dilakukan kemarin. Sedangkan fery menjawab, “*I played football in field.*” Tujuan peneliti memberi latihan membuat adalah untuk mengetahui sudah seberapa mampu siswa dalam menyusun kalimat simple past tense setelah sebelumnya diminta membuat kalimat past tense menggunakan kata-kata yang telah disediakan. Sedangkan tujuan peneliti meminta siswa mempraktekannya didepan adalah agar peneliti dapat mengetahui kemampuan mereka satu persatu. Dengan begitu, peneliti dapat memberikan perhatian khusus bagi siswa yang cenderung masih kurang dalam menyusun kalimat past-tense. Misalnya pada Sigit dan Yoga, mereka menuliskan kurang lebih sebagai berikut “*I am arew playing football,*” dan “*I am play volleyball.*” Setelah mereka menyelesaikan praktek dialog, peneliti mengajak mereka menghampiri meja guru, kemudian peneliti menjelaskan kembali mengenai simple past tense kepada mereka berdua secara lebih intensif. Peneliti juga memberikan perlakuan yang sama pada beberapa siswa lain yang belum dapat menyusun kalimat past tense dengan baik. Selain itu, sembari

mendengarkan dan meneliti kalimat siswa saat mempraktekan dialog, peneliti juga menuliskan beberapa kata yang salah diucapkan, dan kemudian memberikan contoh pengucapan yang benar ketika semua siswa sudah selesai mempraktekan dialog.

Kegiatan selanjutnya, peneliti memberikan beberapa kosakata untuk siswa cari bentuk verb keduanya serta artinya. Peneliti memberi waktu sekitar sepuluh menit untuk mencarinya dalam kamus. Seperti biasa, karena ada beberapa siswa yang tidak membawa kamus, dua orang siswa ijin keluar untuk meminjam kamus di perpustakaan. Setelah itu, peneliti meminta siswa yang sudah menemukan bentuk verb II dan arti kata dari kosakata tadi untuk maju dan menuliskannya di papan tulis. Para siswa antusias sekali melakukan kegiatan ini. Kebanyakan mereka maju tanpa ditunjuk. Setelah tidak ada lagi yang maju, dan masih tersisa beberapa kata, peneliti melengkapinya kemudian membahas apakah bentuk verb II dan arti kata yang mereka temukan sudah tepat atau belum. Kebanyakan kata-kata sudah tepat, hanya ada salah satu kata yang keliru, kata *bark* diartikan sebagai kulit kayu.

“Ayok, lainnya ada yang menemukan arti lainnya?” peneliti bertanya.

“Menyalak,” salah satu siswi yang duduk dibangku tengah menjawab.

“Iya, menyalak atau menggonggong, betul.” Setelah membahas keseluruhan kata, peneliti mengenalkan bagaimana membaca kosakata tersebut untuk kemudian ditirukan siswa.

Kegiatan selanjutnya, peneliti mulai mengenalkan siswa kepada *recount text*. Peneliti memberikan task untuk mengisi paragraph rumpang dengan pilihan kata yang sudah disediakan. Beberapa kosakata sulit sudah disebutkan dalam kegiatan menemukan arti kata yang dilakukan sebelumnya. Setelah sekitar sepuluh menit, kebanyakan siswa masih kebingungan bahkan ada yang sama sekali belum menemukan jawaban. Akhirnya peneliti memutuskan untuk memberi contoh untuk nomer satu, dua, dan tiga dari delapan soal. Maharani adalah siswi yang ditunjuk peneliti untuk terlebih dahulu membacakan teksnya.

“Tapi yang nomer dua belum Bu,” katanya. Peneliti berkata tidak apa-apa, dibaca seadanya saja. Jawaban nomer satu dan nomer tiga dari Maharani sudah betul, kemudian peneliti mengajak siswa berdiskusi mengenai nomer dua.

“So *the ball* titik-titik *into a window*, jadi bolanya titik ke jendela, kira-kira jawaban yang pas apa?” kata peneliti.

“*Came*,” kata salah seorang siswa. “Kalau *came* kan datang ya? Coba ada kata-kata yang lebih tepat?” peneliti mencoba memancing para siswa.

“Mendarat,” kata seorang siswa yang lain. “Nah ya betul, mendarat, apa bahasa Inggrisnya?” tanya peneliti.

“*Landed*,” jawab para siswa.

Setelah membahas rangkaian kalimat untuk nomer satu sampai tiga, peneliti meminta siswa menyelesaikan sisa soal. Namun karena waktu yang tidak cukup, peneliti meminta siswa menyelesaikannya di rumah.

Hari ini, sehubungan dengan tugas menulis jurnal yang sudah satu minggu, peneliti meminta siswa mengumpulkan jurnal mereka. Jurnal mereka sudah dihias warna-warni juga ditempel berbagai gambar. Jurnal ini nantinya akan di kredit,

dikomentari, dan ditandatangani. Pukul 13.45 setelah para siswa selesai berdoa, guru menutup kelas, dan mempersilahkan para siswa untuk pulang.

FIELD NOTES

No : FN. 09
 Hari, tanggal : Selasa, 28 Januari 2014
 Jam : 14.00-15.30 WIB
 Tempat : Ruang guru
 Kegiatan : Pengecekan jurnal siswa.
 Responden : Peneliti.

Untuk pengecekan jurnal siswa, peneliti memang tidak mengikutsertakan guru Bahasa Inggris, karena kebetulan beliau saat itu harus bertugas mengawasi tryout UN kelas IX. Lagipula, pengecekan ini bersifat sederhana, hanya melihat seberapa sering siswa mengisi jurnal dalam seminggu terakhir, mengomentari, dan memberikan saran setelah melihat isi jurnal secara umum.

Seperti yang disebutkan sebelumnya, para siswa sudah mendekorasi buku jurnal mereka (gambar terlampir). Namun sayangnya kebanyakan dari mereka tidak mengisi buku jurnal mereka setiap hari seperti yang peneliti minta (data terlampir). Hanya sekitar 10 anak yang mengerjakan dengan baik, sisanya menulis satu sampai empat kali seminggu. *Mini dictionary* pun tidak dimanfaatkan dengan baik, beberapa dari *mini dictionary* siswa kosong sama sekali, beberapa menulis sangat sedikit kata-kata baru, lainnya cukup baik karena sudah ada lebih dari sepuluh kata yang tertulis.

Setelah mencatat frequency menulis siswa, peneliti memberi komentar dan saran atas pekerjaan siswa, kemudian ditandatangani, untuk kemudian dikembalikan lagi kepada siswa dan meminta siswa untuk kembali mengisi jurnalnya.

FIELD NOTES

No : FN. 10
 Hari, tanggal : Senin, 3 Februari 2014
 Jam : 09.07-10.25 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : latihan recount text dan test cycle I
 Responden : Peneliti, guru Bahasa Inggris, siswa-siswi VIII D

Kurang lebih pukul 09.07 peneliti bersama dengan guru Bahasa Inggris menuju ke ruang kelas VIII D. Guru langsung menempatkan diri di bangku belakang, sedangkan peneliti langsung meng-*handle* kelas. Setelah membuka dengan sapa dan salam, peneliti mengecek kehadiran siswa. Seorang siswi bernama Bella tidak hadir tanpa keterangan.

Setelah itu peneliti menanyakan tentang kegiatan terakhir dipertemuan sebelumnya. Kegiatan tersebut adalah tentang mengisi paragraf rumpang dengan

kata-kata yang sudah disediakan. Saat ditanya apakah sudah selesai, sebagian besar sudah, walau ada beberapa yang justru tidak mengerjakan. Bersama-sama dengan siswa, peneliti membahas sisa soal yang dipertemuan sebelumnya belum dibahas. Sebelumnya, peneliti meminta para siswa menyebutkan jawaban mereka. Peneliti juga menunjuk beberapa siswa untuk membacakan kalimat dalam teks. Salah satunya adalah Tomi. Peneliti meminta Tomi untuk membacakan paragraf terakhir.

"My cousins took me to the doctor and told my parents. Finally the doctor said that I was exposed to rabies. Then I was hospitalized for one more week," katanya terbata-bata. Waktu ditanya apa maksud dari paragraf tersebut, Tomi terlihat bingung, lalu peneliti mengajak para siswa yang lain untuk turut membahas.

"Yak, coba dengarkan. *My cousins took me to the doctor and told my parents*, maksudnya gimana?" tanya peneliti.

Beberapa siswa menjawab, "Saudaraku membawaku ke dokter."

"Yak, terus?" peneliti mencoba memancing lagi.

"Bilang kepada orang tua," jawab beberapa siswa.

"Iya, betul. Jadi sepupu saya membawa saya ke dokter lalu mengatakan pada orang tua saya," peneliti sedikit membetulkan.

"Nah, terus?"

"Saya terkena rabies," kata beberapa anak.

"Iya, saya terkena rabies, betul. *Then I was hospitalized for one more week*, apa? Peneliti kembali bertanya.

"Di rumah sakit satu bulan," kata salah satu siswi putri.

"Eh? *Week* itu apa hayo?" "Minggguuuu," kata beberapa siswa lainnya hampir serempak.

Untuk kegiatan selanjutnya adalah menyelesaikan soal True false. Tadinya, peneliti berniat meminta siswa mengerjakannya terlebih dahulu, namun ternyata kebanyakan siswa sudah selesai mengerjakan. Akhirnya peneliti memutuskan untuk kembali membahasnya bersama. Diawal peneliti membacakan soal kemudian meminta siswa yang ingin menjawab untuk mengangkat tangan. Beberapa siswa aktif mengangkat tangan, dan menjawab dengan benar, namun saat ditanya alasannya kebanyakan mereka masih bingung.

"Iya, jawabannya false. Kenapa salah Don? Yang benar apa?" kata peneliti kepada Doni, salah satu siswa yang mengangkat tangan. Yang ditanya tersenyum-senyum kebingungan. Peneliti menanyakannya kepada siswa-siswa yang lain.

"Di *house*," sayup-sayup suara salah seorang siswi.

"Nah ya betul, dalam teks kan *my cousins and I were playing football in front of a house* bukan di sekolah, bukan *at school*," peneliti menjelaskan kemudian melanjutkan ke empat soal berikutnya.

Setelah pembahasan mengenai task terkait dengan text, peneliti meminta siswa kembali mencermati textnya.

"Coba, disini dilihat kata penghubungnya apa saja? Kata yang menghubungkan kalimat yang satu dengan yang lain," peneliti mengawali. Para siswa siswi terlihat bingung.

"Coba, itu diawal ada *first*, artinya apa?"

“Pertama”

“Iya, pertama-tama. Kalau after that artinya apa?”

“Setelah itu,” dan seterusnya sampai kata penghubung dalam teks disebutkan. Selain menambahkan beberapa kata penghubung lainnya, sebelumnya peneliti juga memancing siswa untuk menyebutkan kata penghubung yang mereka ketahui.

Berkenaan dengan kegiatan JCOT yang telah habis, maka peneliti memulai untuk menuju ICOT yang mendorong siswa untuk menghasilkan teks sendiri. Peneliti mengumumkan akan mengadakan test menulis lagi, mereka diperbolehkan menggunakan kamus dan jurnal untuk membantu mereka mendapatkan ide dan memudahkan mereka menemukan kata-kata sulit. Beberapa siswa diminta ke perpustakaan untuk meminjam kamus karena beberapa siswa tidak membawa kamus. Pada kesempatan kali ini para siswa diminta untuk menulis mengenai kegiatan minggu lalu (soal terlampir).

Menurut pengamatan peneliti kebanyakan siswa terlihat lebih lancar dalam menulis. Walau mereka tetap masih mengalami kesulitan dalam menemukan kata yang sesuai untuk menggambarkan idenya. Berkali-kali siswa menanyakan beberapa kata, peneliti tidak langsung menjawab, namun meminta siswa untuk mengecek kamus terlebih dahulu, kalau masih bingung baru kemudian peneliti bantu lebih lanjut. Dari sini, peneliti ketahui ternyata ada beberapa siswa yang masih bingung menggunakan kamus. Peneliti pun membantu para siswa untuk menggunakan kamus. Meski waktu 30 menit belum habis, beberapa siswa mengatakan sudah selesai. Setelah dicek, hasil tulisan mereka memang sudah cukup banyak. Ini membuktikan ada peningkatan writing fluency mereka, mengingat dalam test sebelumnya mereka cenderung terlihat sulit sekali menyusun kalimat. Walau begitu, peneliti tetap meminta siswa untuk mencoba menulis lebih banyak. Setelah waktu 30 menit habis, peneliti meminta para siswa mengumpulkan pekerjaannya. Beberapa siswa mengaku belum selesai, tapi peneliti tetap menariknya dan mengatakan tidak masalah untuk mengumpulkan apa adanya saja, selesai dan sebanyak yang mereka bisa.

Dari pengamatan sekilas peneliti, ada beberapa kesulitan yang masih ditemukan siswa, beberapa diantaranya yaitu, berhubungan dengan *passive voice*, kepemilikan, dan cara membaca kamus. Setelah test selesai peneliti menjelaskan materi berkenaan dengan hal-hal tersebut secara singkat. Kemudian meminta siswa mencatatnya. Untuk memenuhi *stage LRT*, peneliti mengajak para siswa untuk berdiskusi mengenai dimana kita bisa menemukan aplikasi prinsip-prinsip *recount text*.

Seorang siswa menjawab, “Di majalah.”

“Betul, kalau di majalah, kan kadang ada bagian yang menceritakan tentang pengalaman, itu bisa pakai *recount text*, lainnya?” Tanya peneliti.

Seorang siswi menjawab, “Cerpen.”

“Cerpen itu dasarnya bisa jadi seperti *recount text*, tapi lebih tepat masuk *narrative text*. Tentang *narrative* itu materi setelah ini,” peneliti meluruskan.

Selain itu peneliti juga menambahkan *recount text* juga dapat dipalikasikan dalam menulis surat.

Peneliti juga memberi *reward* kepada 11 siswa siswi yang melaksanakan tugas menulis jurnal dengan teratur yaitu enam sampai tujuh kali seminggu. *Reward* ini bertujuan sebagai apresiasi dan rasa terimakasih untuk mereka karena telah melaksanakan tugas yang diberikan peneliti dengan baik serta memotivasi siswa lain yang belum aktif menulis.

Pukul 11.25 setelah para siswa selesai mencatat, peneliti menutup kelas. Sebelumnya peneliti mengingatkan untuk tidak lupa membawa kamus dan jurnal. Peneliti juga menyampaikan materi yang akan datang masih berkenaan dengan teks recount. Setelah itu, peneliti mempersilahkan para siswa untuk beristirahat.

FIELD NOTES

No : FN. 11
 Hari, tanggal : Senin, 3 Februari 2014
 Jam : 11.20-11.35 WIB
 Tempat : Ruang guru
 Kegiatan : Diskusi setelah mengajar.
 Responden : Peneliti dan guru Bahasa Inggris

Kurang lebih pukul 11.20 peneliti menanyakan tentang bagaimana pendapat guru tentang mengajarnya tadi. Guru berkomentar sudah benar, materi yang disampaikan sesuai, dan cara peneliti membahas soal bersama juga sudah betul. Beliau hanya berpesan untuk menambah volume suara, lebih perhatian kepada para siswa, dan telaten menegur anak-anak yang kurang memperhatikan, khususnya anak laki-laki.

Selanjutnya, peneliti meminta pendapat mengenai RPP dan materi yang akan disampaikannya dipertemuan berikutnya. Secara umum guru menyetujui rencana kegiatan peneliti yang terdiri dari pembelajaran masalah *writing mechanics* yang meliputi *punctuation* dan *capitalization*, pengayaan kosakata, dan kegiatan lainnya yang masih dibungkus dalam konteks teks jenis recount. Guru memberi saran untuk menambah pembahasan tentang preposisi juga kegiatan mengurutkan kalimat menjadi sebuah paragraf yang baik. Dengan begitu, para siswa juga dapat mengenal kata-kata penghubung yang dapat mereka aplikasikan dalam kegiatan menulis mereka. Untuk membantu peneliti yang belum mempersiapkan kegiatan-kegiatan terkait, guru meminjamkan sebuah buku kumpula soal Ujian Nasional yang didalamnya terdapat soal mengenai aktifitas mengurutkan kalimat.

FIELD NOTES

No : FN. 12
 Hari, tanggal : Selasa, 4 Februari 2014
 Jam : 12.35-13.45 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Latihan recount text
 Responden : Peneliti, guru Bahasa Inggris, siswa-siswi VIII D

Peneliti bersama dengan guru memasuki ruang kelas VIID. Seperti biasa, guru menempatkan diri di bangku belakang, dan peneliti langsung menempati posisi di depan. Setelah salam dan sapa, peneliti menjelaskan bahwa materi hari ini masih berhubungan dengan *recount text* sebagaimana sebelumnya. Pertama-tama, peneliti mengingatkan mengenai tujuan dari recount text. Beberapa siswa lupa, karena saat ditanya salah satu menjawab, “menjelaskan.”

“Kalau recount text tepatnya untuk menceritakan ya, menceritakan apa?” peneliti meluruskan.

Beberapa siswa menjawab, “pengalaman.”

“Iya, betul. Menceritakan pengalaman yang telah terjadi. Kalau ciri-ciri utamanya apa? Tensesnya pakai apa?” peneliti kembali bertanya.

“Simple past tense,” jawab beberapa siswa.

“Betul, nah kalau aplikasinya gimana? Kemarin kan sudah ibu jelaskan kalau *recount text* bisa ditemukan dimana?” Tanya peneliti.

“Di majalah,” jawab beberapa siswa.

Beberapa siswa lainnya menambah, “Cerpen.”

“Yak, bisa ditemukan di majalah, kalau cerpen karena tujuannya menghibur itu lebih masuk ke narrative walau cirinya mirip, sama-sama pakai simple past tense. Nah, selain itu recount text juga bisa ditemukan di *letter*, surat. Ingat ya?” peneliti kembali mengingatkan para siswa.

Setelah itu, peneliti memberikan gambaran mengenai hasil test mereka dipertemuan sebelumnya. Secara umum, kemampuan menulis para siswa meningkat walau belum terlalu signifikan, namun beberapa masih terlihat masih bingung mengaplikasikan simple past tense. Oleh karena itu, peneliti memutuskan untuk menunjukan beberapa kalimat dari pekerjaan mereka, kemudian membahasnya bersama.

“Yak, coba dilihat, *I verry happy because team I the winner*. Nah ada yang mau membetulkan? Ayok maju.” peneliti menawarkan kepada para siswa. Meski kebanyakan siswa gaduh mengajukan jawaban, namun tidak ada yang berani maju, maka peneliti menunjuk seorang siswa bernama Eko. Eko terlihat kebingungan akhirnya hanya mengganti team I menjadi my team.

“Lainnya Ko? Itu aja?” peneliti bertanya pada Eko sambil tersenyum.

“Hehe, iya lah bu, gak tahu,” Eko menjawab sambil tersenyum bingung.

“Ayok lainnya? Ada yang mau menambahkan?” kata peneliti setelah mempersilahkan Eko duduk.

“Coba dilihat lagi, *I verry happy because my team the winner*. ini maksudnya gimana coba?” peneliti kembali mengajak sapa siswa berdiskusi.

“Senang, karena tim saya menang,” jawab sebagian besar mereka.

“Nah ya, very itu maksudnya sangat kan? Udah bener?”

“R-nya satu.”

“Yak, terus ini ada yang kurang lagi gak?” kebanyakan siwa bingung.

“Sebelum very happy harusnya diberi tobe. Apa tobenya?”

“Am.”

“Nah karena ini past, kan jadi diganti jadi was ya. Because my team the winner, maksudnya karena tim saya menang kan? Pakainya verb saja biar mudah. Bahasa Inggrisnya menang apa?”

“Win.”

“Verb duanya?”

“Wun”

“Menang itu win, verb duanya won,” kata peneliti sambil menuliskannya di white board.

“Nah, jadi yang betul, I was very happy because my team won.” Diskusi berakhir setelah membahas beberapa kalimat lagi seperti, After that I goes in the home and took a bath, dan yesterday I to help my mother.

Peneliti kemudian menjelaskan, dari test kemarin para siswa juga masih kurang cermat dalam penggunaan tanda baca. Kemudian peneliti mengingatkan siswa tentang beberapa fungsi tanda baca dasar seperti titik dan koma yang sekiranya dapat mereka aplikasikan. Sebenarnya peneliti ingin menggunakan LCD untuk mneunjukkan sebuah paragraph kurang sempurna karena tidak mencantumkan tanda baca. Namun karena ada masalah yang membuat laptop dan LCD tidak tersambung, maka rencana itu diurungkan, dan peneliti memutuskan untuk menjelaskan secara manual di papan tulis.

“Kalau titik digunakan kapan? Pakai titik kapan?” peneliti memancing siswa.

“Di kahir kalimat.”

“Iya, kalau koma?” peneliti menayakan kembali.

“Nah kalau koma dipakai kalau kita mau menyebutkan beberapa kata seperti *book*, koma, *pen*, koma, *pencil*, koma, and *eraser*. Terus dulu pernah diajarin masalah urutan kalimat ya apa aja coba yang urut?”

“*Subject, Predicate, Object.*”

“Iya, terus ada keterangan juga, mau keterangan waktu atau keterangan tempat. Nah kalau urutanya begitu selesai kalimat langsung titik aja. Tapi kalau keterangannya didepan harus dipakaikan koma dulu baru *subject*, ” kata peneliti sambil mencatat di white board. Peneliti juga menjelaskan masalah penggunaan huruf kapital dalam kalimat.

Setelah itu peneliti meminta para siswa untuk menukar jurnal mereka kepadateman sebangku, kemudian saling mengoreksi dua catatan terakhir satu sama lain. Yang dikoreksi adalah yang berkenaan dengan penggunaan simple past tense khususnya verbnya dan juga penggunaan tanda baca. Setelah kurang lebih 10 menit, jurnal dikembalikan kepada si pemilik untuk kemudian ditulis di secarik kertas lalu dikumpulkan bersama jurnal mereka.

Selanjutnya peneliti memberikan latihan mencocokkan verb satu dengan verb dua untuk mengingatkan siswa kembali mengenai bentuk-bentuk verb pada

past tense. Sebelumnya siswa diminta mengerjakannya terlebih dahulu di buku, kemudian yang sudah dipersilahkan mengerjakan salah satu nomer di papan tulis. Para siswa banyak yang bersedia maju, bahkan tanpa diminta. Kemudian siswa bersama peneliti membahas jawaban dan arti dari kata-kata tersebut.

Selesai dengan task pertama tersebut, peneliti membagikan selembarnya kertas yang berisi beberapa task lainnya. Kemudian membacakan dan menjelaskan instruksi untuk task 2, yaitu menemukan minimal lima verb bentuk simple past dalam table berisi huruf acak, untuk kemudian menyusun kalimat dari lima kata tersebut. Kurang dari 10 menit, sudah ada siswa yang menemukan lima kata. Peneliti mempersilahkan siswa tersebut untuk maju. Setelah itu peneliti mempersilahkan siswa lain yang menemukan kata berbeda untuk maju dan melengkapi. Disini, siswa juga terlihat antusias dan maju tanpa banyak diminta. Ditemukan sekitar sepuluh kata yang diantaranya, *watched, stayed, did, was, played, saw, went*, dan lain sebagainya. Namun karena waktu yang tidak cukup, tugas membuat kalimat dijadikan PR. Peneliti pun meminta para siswa untuk bersiap-siap untuk kemudian berdoa. Setelah peneliti meminta siswa mengumpulkan jurnal, menutup kelas dan mengucapkan salam, peneliti mempersilahkan para siswa pulang.

Guru kemudian menghampiri peneliti. Untuk materi tidak ada yang perlu dipermasalahkan, namun peneliti mulai agak kesulitan mengatur kelas karena memang ada beberapa siswa yang cenderung rame dan kurang memperhatikan.

“Atau mungkin karena merasa sudah kenal jadi mulai bandel ya bu?” Tanya peneliti.

“Iya bisa jadi begitu, udah ngrasa kenal,” guru berkomentar singkat.

“Tapi memang biasanya begitu bu?” peneliti kembali bertanya.

“Iya gitu, anak sini kan memang gitu. Kalau kelas lain ada malah yang pernah saya ancang dipanggil orang tuanya, habisnya kalau disuruh ngerjain gak mau, kalau dibilangin guru kadang mukanya malah kayak balik nantang,” kata guru sambil berjalan menuju kantor guru.

FIELD NOTES

No : FN. 13
 Hari, tanggal : Selasa, 4 Februari 2014
 Jam : 14.00-14.35 WIB
 Tempat : Ruang guru
 Kegiatan : Pengecekan jurnal siswa.
 Responden : Peneliti.

Seperti biasa, setelah seminggu, jurnal para siswa dikumpulkan kepada peneliti untuk di cek dan ditanda tangani. Untuk minggu ini tidak berbeda dengan minggu lalu, tidak semua siswa melaksanakan tugas menulis setiap hari ini dengan baik. Beberapa pun lupa membawa jurnalnya dan peneliti memintanya membawanya di perTEMUAN berikutnya. Dari 31 anak, ada 27 anak yang mengumpulkan dan dari 27 anak tersebut hanya ada sekitar 10 anak yang menulis

enam kali dalam seminggu tersebut, dan dua anak yang menulis lima kali seminggu. Kebanyakan lainnya menulis satu sampai tiga kali seminggu.

FIELD NOTES

No : FN. 14
 Hari, tanggal : Senin, 10 Februari 2014
 Jam : 09.05-10.45 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Latihan Recount text
 Responden : Peneliti, guru Bahasa Inggris, siswa-siswi VIII D

Kurang lebih pukul 09.07 peneliti dan guru Bahasa Inggris memasuki ruang kelas. Seperti biasa, peneliti langsung menempatkan diri di depan, dan guru di bangku belakang. Setelah salam, dan menanyakan kabar siswa, peneliti menanyakan apa yang telah dipelajari kemarin. Setelah itu guru juga mengingatkan bahwa kemarin juga sudah dilaksanakan kegiatan saling menukar jurnal, saling mengoreksi, kemudian ditulis ulang dan dikumpulkan. Meski jika dilihat dari aplikasi tanda baca sudah cenderung baik, penggunaan verb II dalam kalimatnya sayangnya masih kurang memuaskan. Untuk itu peneliti berinisiatif untuk memberikan latihan menerjemahkan untuk mengetahui tentang sebenarnya seberapa jauh pemahaman siswa tentang pola kalimat simple past tense. Ini dilakukan karena hasil kegiatan kemarin relative masih sangat kurang, bahkan beberapa pekerjaan siswa agak sulit dipahami.

Peneliti pun membagikan secarik kertas kecil kepada para siswa, lalu meminta dua siswa meminjam kamus di perpustakaan. Setelah memastikan setiap anak mendapatkan kertas, peneliti meminta siswa untuk menuliskan nama. Setelah itu peneliti mulai mendiktekan kalimat-kalimat sederhana dalam Bahasa Indonesia, untuk kemudian diterjemahkan. Berikut kalimat-kalimat tersebut: "Kemarin saya pergi ke Kartika. Disana saya membeli sebuah buku, dua pulpen, dan tiga pensil, lalu saya pulang. Waktu saya sampai di rumah, saya salat Dhuhur, lalu saya makan siang. Setelah itu saya menonton TV." Peneliti berkeliling melihat-lihat siswa mengerjakan tugasnya, sesekali para siswa bertanya tentang kosakata, dan peneliti sering membahasnya di depan dengan tujuan siswa yang lain juga dapat mengetahuinya. Setelah kurang lebih lima belas menit, para siswa mulai mengumpulkan pekerjaannya.

Setelah itu, peneliti juga mengingatkan bahwa dipertemuan kemarin diberikan PR untuk membuat kalimat dari kata-kata dari kotak yang berisi huruf acak. Sayangnya kebanyakan siswa tidak mengerjakan. Akhirnya peneliti berkeliling untuk mengecek pekerjaan siswa yang mengerjakan dan meminta mereka untuk menulis salah satu kalimat yang mereka tulis pada *white board*. Kalimat yang dipilih peneliti kebanyakan terdiri dari kalimat yang kurang tepat dengan niatan dapat dibahas bersama, dan siswa yang lain dapat belajar dari kesalahan teman-temannya. Beberapa diantara kalimat tersebut adalah: (1) *I went to house my sister last week*, (2) *We are watched TV with my friend's*, (3) *Her mother Wahyuni was someone sewn*, (4) *I went go to home friends last week*.

Setelah sekitar ada enam kalimat yang tertulis, peneliti mengajak para siswa untuk mendiskusikan kalimat tersebut.

“Nah, coba dilihat, *I went to house my sister last week*, betul apa salah?” peneliti mencoba memancing.

“Betuuuuul,” kata siswa hampir serempak.

“Hey coba diperhatikan, ada yang janggal gak?” peneliti masih mencoba memancing.

“Coba yang ini *house my sister* maksudnya rumah saudara perempuan saya kan? Apa sudah betul?” kata peneliti.

“My sister house,” salah seorang siswi bernama Jami’ menjawab.

“Nah, iya coba sini Jami’ maju, dibenarkan,” pinta peneliti. Jami’ maju dan mengganti ‘*house my sister*’ menjadi ‘*my sister house*.’

“Hayo coba ada yang kurang gak?” peneliti memastikan. Para siswa terlihat bingung.

“Kalau kepemilikan, jangan lupa ditambah apostrophe S ya,” kata peneliti sambil menambahkan apostrophe dan huruf S dibelakang kata sister. Peneliti juga memberikan beberapa contoh serupa seperti, *Saeful’s home*, *uncle’s home*, dan *Ms. Feri’s home*.

Setelah itu, peneliti meminta siswa meminta mengerjakan Task 5 yang meminta mereka untuk mengganti kata kerja pada suatu text recount dengan kata kerja yang sesuai. Sambil menunggu siswa, peneliti menuliskan kata kerja terkait di *white board*. Setelah kurang lebih sepuluh menit siswa diperbolehkan mengisi jawaban bentuk kata kerja yang sesuai di papan tulis. Seperti biasanya mereka begitu antusias, salah satu siswa bahkan ingin mengisi lebih dari satu jawaban sekaligus, namun peneliti memintanya memberi kesempatan bagi teman yang lain. Dari sekitar tiga belas soal, tersisa tiga kata yang belum terisi yaitu *am*, *miss*, dan *is*. Sambil mencocokkan jawaban siswa, peneliti bersama dengan siswa juga berdiskusi untuk membahas isi teks.

Peneliti meminta satu siswa untuk membaca satu kalimat, lalu membahasnya bersama, dan seterusnya.

“*Then, I* titik-titik *in such hurry*, itu *am* diganti jadi apa?” peneliti bertanya sambil mengulang bacaan siswa. Kebanyakan siswa kebingungan.

“Was,” salah satu siswa menjawab.

“Nah ya betul, waktu itu kan sudah dijelaskan, *am* sama *is* bentuk pastnya *was*, kalau *are* jadi *were*.” kata peneliti menjelaskan.

“*Then I was in such a hurry that I burn* jadi *burned* bener?” peneliti memastikan jawaban siswa.

“Benerrr,” kata siswa serempak.

“Nah selain *burned* bisa juga diganti *burnt* ya,” kata peneliti sambil menambahkan.

Sebenarnya peneliti ingin menggunakan LCD untuk memperlihatkan tampilan *Cambridge Dictionary* dan menunjukan bentuk ketiga tersebut, namun karena masih ada masalah yang membuat laptop dan LCD tidak tersambung, rencana ini tidak jadi dilaksanakan.

“*Then I was in such a hurry that I burned my hand when I was making breakfast*, jadi maksudnya apa?” peneliti kembali bertanya. Siswa-siswi menjawab riuh dengan jawaban mereka masing-masing.

“Ya, intinya karena sedemikain terburu-burunya tangan saya terbakar watu saya membuat sarapan. Nah ini mungkin penulisnya tuh masak sendiri buat sarapan, nah pas masak bisa jadi kena wajan, atau kena apa gitu, sampai tangannya kena bakar,” kata peneliti menyimpulkan.

Pembahasan diteruskan sampai akhir teks, sambil juga membahas kata-kata sulit yang ditemukan seperti *get off*, *enough*, *discover* dan lain sebagainya.

Pembahasan teks berakhir tak lama setelah bel berbunyi. Peneliti meminta siswa untuk mengerjakan Task 5 mengenai *True-False* dan Task 6 mengenai mengurutkan kalimat sebagai PR. Peneliti juga mengingatkan siswa untuk membawa jurnalnya karena besok harus dikumpulkan dan dicek. Setelah menutup kelas, peneliti dan guru segera meninggalkan kelas.

Diperjalanan menuju kantor, peneliti mengkonfirmasi tentang kegiatan dikelas tadi, apa sudah berjalan sebagaimana mestinya.

Guru mengiyakan, “Ya tadikan sudah tentang mengisi kata kerja dalam teks kan ya? Besok tinggal yang mngurutkan kalimat, mengurutkan paragraph, terus membuat teks ya?” beliau menambahkan.

“Iya, betul Bu,” jawab peneliti. Lalu kami berdua kembali ke ruang guru.

FIELD NOTES

No : FN. 15
 Hari, tanggal : Selasa, 11 Februari 2014
 Jam : 12.35-13.45 WIB
 Tempat : Ruang kelas VIII D
 Kegiatan : Latihan Recount text, writing test.
 Responden : Peneliti, guru Bahasa Inggris, siswa-siswi VIII D

Kurang lebih pukul 12.35, peneliti memasuki kelas, disusul guru Bahasa Inggris. Peneliti langsung menempatkan diri di depan, sedangkan guru di bangku belakang. Setelah salam dan sapa, peneliti mengingatkan bahwa kemarin para siswa sudah mengerjakan tugas menerjemahkan juga mengisi suatu teks recount dengan bentuk verb yang benar. Lalu peneliti juga mengingatkan bahwa kemarin peneliti juga memberikan PR untuk menjawab soal *True-False* terkait dengan teks, juga PR untuk mengurutkan kalimat.

Beberapa siswa tidak mengerjakan, sedangkan beberapa yang lain mengerjakan, namun tidak disertai koreksi dari statement yang salah. Akhirnya peneliti memutuskan untuk membahas PR tersebut bersama.

“Yak, didiskusikan bareng ya. Coba dilihat, nomer satu. *The alarm rang very loudly, true* atau *false*?” Tanya peneliti.

“Falseee,” jawab siswa hampir serempak.

“Siapa yang bilang *false*? Kenapa *false*?” ditanya seperti itu, para siswa saling tunjuk, terlihat bingung.

“Yak coba Tomi, meneurut kamu kenapa?” peneliti menunjuk salah satu siswa. Tomi terlihat ragu-ragu, sambil membaca kembali teks terkait, lalu menjawab

“Harusnya the alarm did not go off.”

“Nah ya, betul, karena alarmnya gak bunyi ya? Di teks kan juga ada,” peneliti menambahkan.

Setelah peneliti bersama dengan para siswa selesai mendiskusikan masalah true false dan mengoreksi bagi *false statements*, peneliti melanjutkan task selanjutnya.

“Hayo, yang mengurutkan kalimat sudah dikerjakan belum?” peneliti mengecek. Cukup banyak siswa yang sudah mengerjakan, namun sayangnya yang tidak mengerjakan pun lumayan banyak. Peneliti menayangkan lembar kerja dengan teks terkait lewat proyektor agar para siswa dapat melihat dan fokus pada soal terkait. Peneliti kemudian menawarkan siswa yang ingin maju menunjukkan hasil pekerjaannya. Salah satu siswi maju untuk mempresentasikan jawaban nomer dua. Dia menjawab dengan benar sampai kalimat nomer tiga, dan keliru di nomer empat.

“Ayok semuanya coba dilihat, ada yang beda pendapat gak?” peneliti menanyakan pendapat siswa yang lain. Kebanyakan siswa terlihat bingung dan ragu.

“We sat comfortably at the carriage number 3, itu maksudnya kan berarti duduk di gerbong tiga dengan nyaman ya? Nah duduk di kereta dulu apa keretanya datang dulu?” peneliti mencoba memancing.

“Ya kereta dulu,” cletuk salah seorang murid.

“Nah, berarti yang nomer lima dulu ya baruyang nomer empat,” kata peneliti sambil membubuhkan angka empat di kalimat nomer lima dan angka lima di kalimat nomer empat. Ditiga dua nomer terakhir, peneliti memutuskan untuk langsung bersama mendiskusikannya bersama para siswa. Selain mendiskusikan urutan yang benar, peneliti juga seringkali menuliskan kata-kata sulit yang ditemukan di papan tulis.

Task selanjutnya adalah mengurutkan paragraf menjadi sebuah teks recount yang baik.

“Ini yang paragraph pertama yang mana?” peneliti membuka diskusi.

“Last Monday,” salah seorang siswa menjawab.

“Yak betul, selanjutnya apa?” peneliti kembali bertanya. Para siswa memberi berbagai jawaban.

“Yang more than twenty people,” jawab salah satu siswa.

“Oke, ini kan tentang kebakaran ya? Itu yang more twenty people helped to put out the fire kan maksudnya ada dua puluh orang lebih yang membantu memadamkan kebakaran, nah kebakarannya aja belum, kok sudah dipadamkan?” kata peneliti setengah bercanda.

“berarti yang pertama dulu,” jawab siswa yang lain.

“Nah, yang pertama itu maksudnya tentang apa?” peneliti kembali bertanya. Para siswa masih agak bingung.

“Itu kan menyebutkan, berhubung anggota keluarga lagi di luar rumah, satu-satunya korban itu Dimas. Yah, belum juga njelasin kebakarannya sudah ngomongin korban?” kata peneliti.

“Berarti yang terakhir.” Kata seorang siswa.

“Nah yak, disitu dijelaskan ya, yang nyalain api siapa?” Tanya peneliti.

“Dimaaas” jawab para siswa hampir bersamaan.

“Iya, lalu selanjutnya ditolong dulu apa ketauan korbannya dulu?” Tanya peneliti.

“Tolong dulu,” kata para siswa.

“Nah berarti yang kedua dulu ya, baru yang pertama,” jelas peneliti.

Setelah terbentuk urutan paragraph yang benar, peneliti memberikan tes menulis yang merupakan test cycle kedua. Soal yang diberikan masih sama yaitu mereka diminta menuliska apa yang mereka lakukan minggu kemarin. Para siswa diberi waktu 30 menit untuk mengerjakannya. Sambil siswa mengerjakan test, peneliti membagikan hasil latihan menerjemahkan dipertemuan kemarin. Peneliti mengungkapkan secara singkat bahwa kesalahan yang paling umum ditemui adalah mereka masih sering menggunakan verb bentuk pertama untuk mendeskripsikan cerita lampau, dan penggunaan tanda baca yang masih keliru serta penggunaan huruf capital. Peneliti mengingatkan untuk lebih memperhatikan masalah ini dalam mengerjakan test. Seperti biasanya, beberapa siswa masih menanyakan tentang beberapa kosakata yang belum mereka ketahui kepada peneliti. Peneliti akan meminta mereka membuka kamus terlebih dahulu untuk mencarinya sendiri, seringkali peneliti membantu mereka melakukannya. Jika tidak ditemukan, baru peneliti memberitahukan atau mengusulkan kata yang semakna. Peneliti juga meminta siswa untuk menulis sebanyak-banyaknya dengan memanfaatkan waktu 30 menit yang diberikan dengan maksimal juga melihat pekerjaannya kembali jika merasa sudah selesai. Setelah 30 menit, para siswa mengumpulkan pekerjaannya beserta dengan jurna mereka. Beberapa siswa mengaku lupa tidak membawa jurnal sehingga tidak mengumpulkan.

Untuk menutup cycle ke dua ini, peneliti, sebagai bagian dari LRT, menjelaskan mengenai recount yang memiliki ciri yang mirip dengan narrative teks yang merupakan materi yang akan mereka pelajari selanjutnya. Keduanya sama-sama menceritakan cerita atau kejadian masa lampau dan menggunakan simple past tense. Setelah itu peneliti menyajikan video kartun tentang legenda Indonesia yaitu Timun Mas, Malin Kundang, dan Bawang Merah Bawang Putih. Para siswa terlihat cukup antusias. Setelah bel berbunyi, peneliti mempersilahkan para siswa bersiap-siap lau berdoa. Kemudian peneliti menutup kelas dan mempersilahkan para siswa untuk pulang.

APPENDIX E:
INTERVIEW
GUIDELINES AND
INTERVIEW
TRANSCRIPTS

INTERVIEW GUIDELINES

A. Before implementation

1. Interview I

Responden: (P) Peneliti; (GBI) Guru Bahasa Inggris

The teaching and learning process	
1.	Diantara empat skill dalam pembelajaran Bahasa Inggris, skill mana yang paling sulit diajarkan?
2.	Bagaimana biasanya urutan proses pengajaran dan pembelajaran writing skill dilaksanakan?
3.	Metode pengajaran yang seperti apa yang diimplementasikan dalam pengajaran writing? ceramah/ tanya jawab/ diskusi kah?
4.	Sesuai dengan kurikulum yang berlaku, teks yang harus diajarkan semester ini adalah <i>recount</i> , <i>narrative</i> , dan <i>short functional text</i> . Aktivitas apa yang mungkin diimplementasikan?
5.	Bagaimana dengan pemberian latihan dan tugas writing?
6.	Bagaimana <i>feedback</i> yang diberikan kepada tugas writing siswa?
7.	Dibagian apa kesulitan yang sering ditemui dalam pengajaran skill writing?

The students	
1.	Bagaimana keadaan dan antusias siswa selama mengikuti KBM Bahasa Inggris dikelas?
2.	Kesulitan yang ditemui dalam menghadapi siswa-siswi kelas VIII D?
3.	Bagaimana kemampuan Bahasa Inggris siswa kelas VIII D secara umum?
4.	Dalam writing, kemampuan siswa dalam aspek apa yang relatif masih rendah? Apakah menyusun <i>content</i> , <i>text organization</i> , <i>grammar</i> , <i>writing mechanics</i> , kosakatanya, dsb.

5.	Jenis teks apa yang masih dirasa sulit bagi siswa dalam <i>writing</i> ?
6.	Apakah siswa masih sering terpaku dengan contoh teks saat menulis?
7.	Bagaimana cara memotivasi siswa dalam menulis?

The Media	
1.	Apa saja sumber belajar yang digunakan dalam KBM Bahasa Inggris di kelas?
2.	Apakah tersedia alat penunjang multimedia seperti LCD di kelas?
3.	Apakah alat yang tersedia telah dimanfaatkan secara maksimal?
4.	Apakah sering digunakan berbagai media seperti video, gambar, atau lagu, dalam proses pembelajaran Bahasa Inggris?
5.	Untuk pengajaran <i>writing</i> biasanya menggunakan media apa?

2. Interview II

Responden: (P) Peneliti; (S) Siswa

The teaching and learning process	
1.	Menurut kamu, bagaimana kelas Bahasa Inggrismu? Menyenangkan atau bagaimana?
2.	Menurut kamu, pelajaran Bahasa Inggris itu susah atau mudah?
3.	Menurut kamu, menulis dalam Bahasa Inggris susah atau mudah?
4.	Kesulitan dalam aspek apa yang kamu alami dalam menulis Bahasa Inggris?
5.	Pada dasarnya kamu ingin bisa Bahasa Inggris tidak? Khususnya menulis.
6.	Kalau disuruh menulis <i>recount text</i> , menurut kamu bagaimana?
7.	Apakah kamu ingin bisa mempraktikkan menulis dalam Bahasa Inggris dalam kehidupan sehari-hari?

The teacher	
1.	Menurut kamu, bagaimana cara ibu guru mengajar Bahasa Inggris?
2.	Apakah ibu guru menggunakan media yang bervariasi dalam mengajar?
3.	Apakah ibu guru sering menggunakan LCD yang tersedia?
4.	Apakah ibu guru sering meminta kamu menulis teks secara utuh?

B. After implementation

1. Interview I

Responden: (P) Peneliti; (GBI) Guru Bahasa Inggris

- 1) Secara garis besar, bagaimana tanggapan ibu terhadap pelaksanaan penelitian ini? Apa kekurangan dan kelebihanannya?
- 2) Mengingat masalah utama dalam pembelajaran writing skill adalah kurangnya praktek menulis, apakah kegiatan dalam penelitian saya dapat membantu siswa untuk mendapatkan kesempatan yang lebih banyak untuk menulis?
- 3) Menurut ibu, setelah melaksanakan rangkaian aktifitas penelitian ini apakah terdapat peningkatan kemampuan siswa dalam Bahasa Inggris, khususnya menulis?
- 4) Jika iya, aspek apa saja yang telah dapat ditingkatkan?
- 5) Menurut ibu, setelah melaksanakan rangkaian aktifitas penelitian ini apakah terdapat peningkatan motivasi siswa terhadap kegiatan belajar mengajar Bahasa Inggris, khususnya menulis?
- 6) Menurut ibu, kendala dalam pembelajaran Bahasa Inggris yang mana yang belum dapat dipecahkan?
- 7) Menurut ibu, bagaimana keterlangsungan kegiatan menulis jural ini? Apakah sekiranya bisa diimplementasikan secara berkelanjutan?

2. Interview II

Responden: (P) Peneliti; (S) Siswa

- 1) Bagaimana pendapatmu tentang tugas menulis jurnal atau diary yang diberikan oleh saya?

- 2) Apakah perbedaan yang dirasakan sebelum dan sesudah membiasakan diri menulis jurnal dalam pelaksanaan pembelajaran Bahasa Inggris khususnya menulis?
- 3) Apakah kebiasaan menulis jurnal membuat kamu lebih mudah dalam menulis Bahasa Inggris? Ceritakan.
- 4) Apakah kebiasaan menulis jurnal, membantu kamu untuk menemukan ide dalam menulis?
- 5) Apakah kebiasaan menulis jurnal membuat kamu dapat menulis dalam jumlah yang lebih banyak dan dalam waktu yang lebih cepat?
- 6) Apakah ada aspek-aspek dalam Bahasa Inggris yang kamu rasa meningkat? Apakah grammarnya, kosakatanya, atau *writing mechanics*-nya mungkin?
- 7) Apakah kesulitan yang kamu temui selama program menulis jurnal ini dilaksanakan?
- 8) Menurut kamu, kendala dalam pembelajaran Bahasa Inggris yang mana yang belum dapat dipecahkan?
- 9) Apakah kebiasaan menulis jurnal dapat memberi kamu motivasi untuk meningkatkan kemampuanmu dalam Bahasa Inggris, khususnya menulis?
- 10) Apakah kamu mau terus membiasakan menulis jurnal dalam Bahasa Inggris?

INTERVIEW TRANSCRIPT 1

Hari, tanggal : Minggu, 19 Januari 2014

Jam : 13.00-13.46

Tempat : Kediaman Ibu Eti Rahayu

Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

P: Dari empat *skill* dalam pembelajaran Bahasa Inggris, *skill* mana yang paling sulit diajarkan Bu?

GBI: Nah ya itu, *writing*. Ya memang *writing* yang sulit. Kalau *reading* cenderung sedikit mudah.

P: Bagaimana biasanya urutan pengajaran *writing skill* dilaksanakan?

GBI: Urutannya ya *explain* dulu, menjelaskan. Ya temanya, tema yang mau dijelaskan. Terus, ya pertamanya kasih *vocab*, keduanya baru menjelaskan, ketiganya ya penggalan apa, ya kemampuan siswa, latihan, ya begitu kan?

P: Ya Bu, kemudian metode seperti apa yang diimplementasikan didalam pembelajaran *writing*? Ceramah, tanya jawab, atau diskusi?

GBI: Biasanya ya ceramah, ya tanya jawab, ya diskusi, ya ketiganya dipakai.

P: Oya ya Bu, sesuai dengan kurikulum, teks yang seharusnya diajarkan di semester ini adalah *recount* dan *narrative*. Kegiatan yang seperti apa yang bisa diimplementasikan bu? Biasanya latihan-latihannya bagaimana Bu?

GBI: Ya latihan-latihan, menjawab pertanyaan sesuai dengan *text*, ya *true-false*, mengisi rumpang, teks rumpang, ya begitu.

P: Bagaimana dengan pemberian tugas *writing*? Sering gak Bu?

GBI: Ya kadang lah ya. Kalau *reading* kan ya memang sering ya. Kegiatan *writing*nya kadang disangkutkan dengan kegiatan *reading*, ya sambil membaca ya menulis ya. Ya seperti melengkapi kalimat, melengkapi paragraf, kan ya termasuk *writing*? Ya begitulah, kadang.

P: Bagaimana dengan pemberian feedback tugas *writing*nya? Maksudnya gini bu, kalau ada tugas *writing* terus feedbacknya bagaimana? Dikoreksi?

GBI: Ya dikoreksi.

P: Dikoreksinya bagaimana Bu?

GBI: Dikoreksi sendiri, kadang ya dikoreksi bareng-bareng kalau kalimat ya dikoreksinya bareng-bareng di depan, di kelas, tapi kalau *writing*nya bentuknya panjang ya dikoreksi sendiri.

P: Dibagian apa kesulitan yang sering ditemui dalam pengajaran skill *writing* Bu?

GBI: Ya grammarnya.

P: Terus Bu?

GBI: Grammar, *vocab*. Ya itu *vocab* sama grammar.

P: Bagaimana keadaan dan antusias siswa selama mengikuti KBM Bahasa Inggris dikelas?

GBI: Ya tinggi, antusiasnya tinggi.

P: Antusiasnya tinggi ya Bu? Terus kesulitan apa yang sering ditemui dalam menghadapi siswa-siswa?

GBI: Kesulitannya anaknya rame, itu satu. Ya kendalanya *vocab*nya terbatas. Kosakatanya terbatas lah.

P: Mmm.. Berarti kemampuan kemampuan Bahasa Inggris siswa secara umum?

GBI: Kurang! Hehehe..

- P: Dalam writing, kemampuan siswa dalam aspek apa yang masih relative rendah? Ya vocab dan grammar itu ya bu?
- GBI: He eh..
- P: Jenis teks apa yang masih dirasa sulit?
- GBI: Ya recount text. recount text yang susah. Kalau mungkin seperti short message kan teks pendek lah ya? Mudah. Ya sedikit paham lah. Kalau recount text kan memang teks ya? Pakai verb dua yang jadi kendala susah.
- P: Apakah siswa masih sering terpaku dengan contoh teks saat menulis?
- GBI: Iya. Masih. Jadi kalau misalkan suruh membikin kalimat atau text yang sama, ya ditiru.
- P: Terus, bagaimana cara memotivasi siswa dalam menulis Bu?
- GBI: Memotivasinya ya, latihan menulis, koasakata dulu, ya bertahap. Menulis kalimat, baru menulis teks.
- P: Kalau sumber belajarnya Bu, apa saja yang digunakan? Macam-macam ya Bu?
- GBI: Iya. Ya buku, ya internet, ya bisa dari media, kaya televisi kan iklan ada ya?
- P: Oya, apa tersedia alat penunjang multimedia dikelas Bu?
- GBI: Ada..
- P: Apa alat yang tersedia telah dimanfaatkan secara maksimal?
- GBI: Kadang.
- P: Apakah sering digunakan berbagai media seperti video, gambar, atau lagu?
- GBI: Ya kadang, gambar. Kalau video ya dimainkan film apalah gitu.

INTERVIEW TRANSCRIPT 2

Hari, tanggal : Senin, 20 Januari 2014

Jam : 07.50-08.00

Tempat : Ruang guru

Responden : (P) peneliti, (K) Kepala kurikulum

- K: Sudah mulai penelitian hari ini mbak?
- P: Iya Pak, tapi rencananya hari ini mau observasi kelas dulu, Insya Alloh baru mulai mengajar Selasa Pak.
- K: Ohya ya, silahkan.
- P: Kurang lebih penelitian saya mau sekitar satu bulan Pak. Tapi mungkin cuma ke sekolah hari Senin Selasa saja, menyesuaikan jadwal Bahasa Inggrisnya kelas VIII D.
- K: Oya, boleh. Mau masuk kelas saya juga boleh. Hehehe
- P: Loh Bapak mengajar Bahasa Inggris juga?
- K: Endak, saya mengajar Matematika. Hehehe
- P: Oooh, hehe. Tapi ini maaf Pak, saya juga ya mau melapor kalau surat izinnya belum jadi. Baru dijanjikan Departemen Agama hari Selasa, niatnya biar diambilkan Mas Sajid Selasa ini.
- K: Ya gak papa.
- P: Insya Alloh nanti disusulkan ya Pak.
- K: Ya ya gak papa..
- P: Ya sudah Pak, begitu. Terimakasih. Ini saya sambil sedang menunggu Bu Eti.
- K: Oh ya monggoh, silahkan silahkan.
- P: Monggoh Pak.

INTERVIEW TRANSCRIPT 3

Hari, tanggal : Senin, 20 Januari 2014

Jam : 10.00-10.05

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

P: Namanya siapa?

S: Maharani Yustiar.

P: Kalau menurut kamu kelas Bahasa Inggrisnya gimana? Nyenengin gak?

S: Senang.

P: Senang ya? Terus kalau menurut kamu Bahasa Inggris susah gak?

S: Ya lumayan susah.

P: Lumayan susah ya? Terus kalau masalah nulis, biasanya disuruh nulis gak sama bu guru?

S: Iya.

P: Susah gak kalau suruh nulis? Ya susah juga?

S: Ya lumayan.

P: Kalau sama membaca gitu?

S: Ya susah membaca.

P: wah, tapi kalau disuruh menulis bisa?

S: Iya.

P: Tapi kalau suruh menulis yang susah bagian apa? Grammar? Terus kalau kosakatanya susah gak?

S: Ya lumayan.

P: Biasanya bawa kamus gak sih?

S: Setiap hari.

P: Setiap hari pasti bawa? Kalau recount text mudeng tapi kan ya?

S: Mudeng.

P: Terus susah gak dari pada yang lainnya?

S: Dari pada yang lainnya? Ya enggak.

P: Biasa aja ya? Terus kalau disuruh mempraktekan Bahasa Inggris dalam kehidupan sehari-hari mau gak?

S: Di depan?

P: Ya sehari-hari gitu. Misalnya kalau besok kan rencananya kalau saya kan mau pakai jurnal kaya gitu terus kalian disuruh menulis gitu tiap hari, kira-kira susah gak?

S: Gak.

P: Gak susah ya? Terus kalau misalnya Ibu ngajar mudeng gak?

S: Mudeng.

P: Terus kalau ibu sering pakai gambar, video, gitu-gitu gak?

S: Ya enggak.

P: Tapi sering dikasih gambar? Jarang ya?

S: Enggak. Iya jarang.

P: Video juga jarang? Pakai LCD juga jarang?

S: Iya, jarang.

P: Kalau disuruh menulis teks penuh yang panjang itu sering gak?

S: Biasanya sih dijelaskan terus suruh mengerjakan LKS.

P: Berarti jarang ya?

S: Iya.

P: Ya udah gitu aja, makasiiii..

INTERVIEW TRANSCRIPT 4

Hari, tanggal : Senin, 20 Januari 2014

Jam : 10.05-10.10

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

P: Namanya siapa?

S: Saeful.

P: Kalau menurut kamu pelajaran Bahasa Inggris menyenangkan gak?

S: Gak juga, heheheh

P: Gak juga? Loh kenapa?

S: Gak suka.

P: Lah kenapa?

S: Susah, hehehe.

P: Terus kalau suruh nulis Bahasa Inggris susah gak?

S: Kalau suruh nyonto gampang.

P: Hahaha, tapi kalau suruh nulis sendiri susah?

S: Susah

P: Kalau membaca?

S: Bisa.

P: Mending membaca apa menulis?

S: Membaca.

P: Terus kalau misalnya menulis, susahnya di apanya?

S: Di kata-katanya Bu.

P: Cari kata-kata Bahasa Inggris yang pas ya? Terus grammarnya? Maksudnya kayak pakai past tense gitu.

S: Ya sedikit.

P: Terus misalnya, tapi kepengen gak pingin pinter Bahasa Inggris? Pengin?

S: Ya pengin sih..

P: Kalau menulis recount? Recount text yang tadi itu?

S: Ya sedikit lah.

P: Tapi mudeng ya?

S: Ya..

P: Terus kalau misalnya, kan saya kan niatnya mau tak bikin jurnal kan, kayak diary itu loh. Nah itu ntar kalian disuruh nulis tiap hari, Bahasa Inggris. Kira-kira susah gak? Tapi terserah kok nulisnya mau apa kok, gitu. Kira-kira bisa gak?

S: Yaaa, bisa lah.

P: Bisa ya? Sip! Terus kalau Ibu ngajar, Bu Eti ngajar, mudeng tapi?

S: Ya mudeng sih, hehe

P: Mudeng, tapi kadang-kadang lupa lagi?

S: Iya, hehehehe. Ya mudengnya hanya sesaat.

P: Terus, Bu Eti sering pakai gambar gak? Gambar, video.

S: Enggak.

P: Jarang ya? Pakai LCD juga jarang?

S: Enggak, enggak. Gak make.

P: Terus kalau Bu Eti sering kasih tugas suruh menulis teks?

S: Iya.

P: Tapi teksnya panjang apa pendek?

S: Pendek.

P: Yak, makasiih.
S: Yak..

INTERVIEW TRANSCRIPT 5

Hari, tanggal : Selasa, 21 Januari 2014
Jam : 13.45-13.50
Tempat : Ruang kelas VIII D
Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

P: Gimana Bu? Saya kalau ngajar begitu saja gak papa?
GBI: Ya gak papa.
P: Ya itu Bu saya juga harus mengajarkan yang begitu (yang berhubungan dengan writing). Seperti simple past tense, ya sama kata-kata, kan jadi anak kosakatanya tambah.
GBI: Iya, yang penting ya kosakata begitu.
P: Tadi sepertinya anak agak kesusahan ya Bu? Ini hasilnya seperti ini. Hehehe.
GBI: Ya memang kemampuan anak seperti itu, makanya saya kalau kasih tugas writing ya seperti itu lah (yang sederhana).
P: Hehe. Iya lah bu. Tapi gak papa lah..

INTERVIEW TRANSCRIPT 6

Hari, tanggal : Senin, 3 Februari 2014
Jam : 10.30-10.45
Tempat : Ruang kelas VIII D
Responden : (P) Peneliti, (S) Siswa

P: Namanya Indi kan ya?
S: Iya.
P: Menurut kamu gimana Ibu ngajarnya? Apa jelas apa giman?
S: Jelas, gak kecepatan.
P: Gak kecepatan, beneran gak kecepatan? Tapi mudeng?
S: Mudeng.
P: Terus masalah simple past tense udah mudeng?
S: Mudeng.
P: Udah mudeng ya? Dari pada dulu?
S: Mudah sekarang.
P: Kalau masalah kosakata, kosakatanya tambah gak?
S: Tambah.
P: Terus kalau nyambungain kalimat yang satu sama yang lain masih bingung gak?
S: Lumayan.
P: Masih ada yang bingung ya? Ya besok belajar lagi. Menurut kamu tugas menulis jurnalnya, nyusahin apa mbingungin, apa menyenangkan.
S: Enggak, menyenangkan.
P: Menyenangkan ya? Bisa kan ya nulisnya?
S: Bisa.
P: Terus dibandingin sama yang dulu waktu kamu test yang waktu yang

- pertama sama yang tadi, mending yang mana?
- S: Yang tadi.
- P: Kenapa?
- S: Sudah lumayan tahu.
- P: Sudah lumayan tau ya, soalnya udah diajarin gitu ya? Terus, apalagi ya. Jadi tadi perasaanya waktu nulis jadi lebih mudah ya? Dari pada yang dulu gitu ya?
- S: Iya.
- P: Terus idenya juga lebih mudah. Kalau mau nulis apa gitu, pas tadi bisa ya?
- S: Bisa.
- P: Kalau dulu masih kadang bingung?
- S: Iya.
- P: Terus, kesulitan apa yang masih kamu temui saat menulis? Apa kalau menulis masih suka sulitnya apa?
- S: Kalau....
- P: Menerjemahkan?
- S: Ya ya, menerjemahkan, sama itu yang membaca masih sulit.
- P: Oh yang membacanya ya, tapi kalau menulisnya?
- S: Lumayan sudah bisa.
- P: Ya, apalagi ya, oya terus kan udah membiasakan menulis jurnal setiap hari, ibu juga sudah menjelaskan kalau dikelas, memotivasi kamu gak, yang artinya oya belajar bahasa Inggris tuh gimana gitu.
- S: Iya.
- P: Terus gimana sekarang rasanya belajar Bahasa Inggris?
- S: Enak mudah.
- P: Terus kalau suruh nulis jurnal kaya gitu dijadikan kebiasaan tiap hari mau gak?
- S: Mau.
- P: Ibu kan masih ngajar lagi, mungkin sampai minggu depannya lagi. Ada saran gak biar ibu ngajarnya lebih gimana gitu?
- S: mmmmmmm....
- P: Ditambah apanya, atau jangan apa gitu bu. Ayuk jangan malu-malu, apa apa?
- S: Suruh ngerjain LKS.
- P: Oooo, LKSnya juga suruh dikerjain. Oya. Makasih Indiii..
- S: Iyaa..

INTERVIEW TRANSCRIPT 7

Hari, tanggal : Senin, 3 Februari 2014

Jam : 10.35-10.40

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Namanya siapa?
- S: Riyani.
- P: Terus menurut kamu gimana Ibu ngajarnya?
- S: Gak terlalu cepet, terus mudah dipahami materinya, terus humoris, menyenangkan.
- P: Yang tentang simple past tense udah mudeng?
- S: Sudah

- P: Yang tentang verb dua udah mending ya?
 S: Sudah.
 P: Terus kalau kosakatanya tambah gak?
 S: Tambah banyak.
 P: Terus kamu sering gak sih kalau dijurnal itu nulis vocab yang dibelakang?
 S: Sering.
 P: Bagus, hehe. Terus kalau suruh nyambungin kalimat, kalimat yang satu dengan yang lain kalau suruh dibikin text, kaya yang tadi itu masih bingung gak?
 S: Masih, masih kebalik-balik.
 P: Hehe, juga kadang-kadang masih bingung memilih kata-katanya ya? Ya, besok belajar lagi. Hehe. Terus, kalau menurut kamu tugas menulis jurnal tiap hari itu gimana? Nyusahin apa menyenangkan.
 S: Menyenangkan.
 P: Gak nyusahin kan?
 S: Gak.
 P: Gak nyusahin ya, menyenangkan. Terus, pas dulu yang kamu nulis test yang pertama itu, waktu ibu pertama masuk, sama yang tadi, ada perbedaan gak?
 S: Ada.
 P: Apa?
 S: Kalau yang simple past tense waktu yang pertama itu masih bingung, terus yang sekarang kan udah diajarin, udah lumayan mudeng.
 P: Terus, setelah membiasakan diri nulis jurnal, rasanya tadi waktu nulis gimana? Jadi lebih mudah gitu, iya gak?
 S: Iya.
 P: Jadi gimana? Coba ceritakan.
 S: Gak sulit nyari-nyarinya. Cuma udah pernah nulis jadi keinget lagi kosakatanya, gitu.
 P: Terus idenya jadi lebih gampang ya?
 S: Iya.
 P: Disuruh nulis apa tinggal nginget-inget ya?
 S: He.em.
 P: Terus kesulitan apa yang masih kamu temui waktu menulis?
 S: Yak, waktu yang menuliskan artinya begitu, kalau ada tambahannya terus nyari di kamus gak ada, mau nambahin apa bingung, masih.
 P: Ooh, misalnya apa? Tadi apa?
 S: Yang “dibimbing” tadi, yang pasif.
 P: Emmm... menulis jurnal tiap hari, terus ditambah sama ibu udah njelasin dikelas, memotivasi kamu gak buat belajar Bahasa Inggris?
 S: Iya.
 P: Kalau menurut kamu sekarang Bahasa Inggris itu gimana? Mudah, atau sulit?
 S: Mudah, terus menyenangkan sekali gak kaya biasanya. Kalau dulu waktu masih sama Bu Eti kan masih belum suka Bahasa Inggris, sekarang udah suka.
 P: Terus, mau gak kalau menulis jurnal tiap hari kaya gini dibiasakan?
 S: Mau.
 P: Baguuus, hehe. Terus ini, besok kan Ibu masih ngajar, satu atau dua minggu lagi. Ada saran apa gitu biar apa gitu, kalau tadi kan Indi bilang

- biar make LKS, biar gak mubadzir, kalau kamu apa?
- S: Ya, sama kalau sama Bu Eti kan malah gak materi, malah kadang suruh langsung ngerjakan. Kalau ini biar materiterus agar lebih paham, terus ke LKS lagi ya gak papa.
- P: Oya, jadi sekali-kali pake LKS ya?
- S: Ya.
- P: Oke makasih Riyani.
- S: Ya..

INTERVIEW TRANSCRIPT 8

Hari, tanggal : Senin, 3 Februari 2014

Jam : 10.40-10.45

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Namanya?
- S: Mega.
- P: Menurut kamu gimana Ibu ngajarnya?
- S: Mudengin, juga bagus.
- P: Terus masalah simple past tense, udah mudeng?
- S: Mudeng.
- P: Masalah vocabnya gimana? Tambah?
- S: Tambah banyaaaak..
- P: Kalau nyambungin kalimat giman tadi?
- S: Masih agak bingung, tapi udah agak mendingan.
- P: Terus menurut kamu, tugas menulis jurnal tiap hari itu gimana?
- S: Ya bisa ngembangin diri, biar lebih giat belajar.
- P: Terus dari pada test yang dulu sama yang tadi beda gak? Ceritakan.
- S: Bedanya, kalo yang tadi udah mending.
- P: Setelah membiasakn nulis jurnal tadi rasanya lebih mudah apa gimana?
- S: Jadi lebih mudah,
- P: Terus kalau idenya jadi lebih gampang gak?
- S: Gampang, tapi masih suka susah kalau suruh nyari di kamus.
- P: Jadi masalahnya lebih dikamusnya ya?
- S: Iya.
- P: Terus, kesulitan apa yang masih sering kamu temui, selama menulis.
- S: Mmmm... Katanya kebalik-balik, kalau bikin cerita.
- P: Oh, kaya rumah teman saya, my friend house gitu ya? Kalau menulis jurnal tiap hari, ditambah penjelasannya ibu ya, memotivasi kamu gak buat belajar?
- S: Buat, lebih mandiri, biar seneng menulis.
- P: Kalau disuruh dibiasakan menulis kaya gini, menulis jurnal tiap hari, mau gak?
- S: Ya mau banget.
- P: Mau banget? Hehe. Terus kan Ibu masih ngajar, sarannya apa?
- S: mmmm... sarannya apa ya?
- P: Apa? Biar ibu apa gitu? Harusnya kayak gini bu atau kaya gini.
- S: Eeee... biar ibu njelasinnya yang lebih jelas biar anak-anak pada maksud semua.
- P: Kecepatan gak sih?

S: Enggak, gak kecepeten.
 P: Oke, makasih Megaaa.
 S: Iya, sama-sama.

INTERVIEW TRANSCRIPT 9

Hari, tanggal : Minggu, 9 Februari 2014

Jam : 11.10-11.20

Tempat : Kediaman Ibu Eti

Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

R: Secara garis besar, bagaimana tanggapan Ibu terhadap pelaksanaan penelitian ini? Tanggapan Ibu tentang penelitian.

GBI: Ya bagus buat peningkatan siswa di writingnya, jadi paham bikin pola kalimat yang benar, bikin paragraph yang benar, bikin teks yang benar.

R: Mengingat masalah utama dalam pemebelajaran writing skill adalah praktek menulis, apakah kegiatan didalam penelitian saya sudah dapat membantu siswa untuk mendapatkan kesempatan yang lebih banyak untuk menulis, Bu?

GBI: Ya jelas, jelas. Eh apa tadi pertanyaanya? Hehehe

R: Hehe, apa penelitian saya mebantu siswa untuk mendapat kesempatan yang lebih banyak untuk menulis?

GBI: Iya, ya jelas iya. Membantu. Soale kan kalo setiap hari untuk menulis kan susah ya keterampilannya kan harus ada empat, kalau difokuskan ke writing saja kan tidak terpenuhi target pendidikan.

R: Menurut ibu setelah melaksanakan rangkaian aktifitas penelitian ini apa terdapat peningkatan kemampuan siswa?

GBI: Ya pasti ada.

R: Aspek apa aja Bu yang telah ditingkatkan?

GBI: Ya, satu, vocabularynya tambah, dua, pola kalimat pada kalimat yang diteliti, pada penelitaian, anak lebih paham.

R: Terus, kalau motivasinya Bu, apa terdapat motivasi siswa terhadap kegiatan belajar mengajar Bahasa Inggris khususnya menulis?

GBI: Ya, jelas. Jelas ada peningkatan.

R: Yak, terus, oya, untuk cycle ini kan masih banyak anak yang tidak menulis setiap hari, kira-kira kenapa ya Bu masalahnya?

GBI: Masalahnya lah itu, satu, kemampuan anaknya masih terbatas, motivasinya kurang.

R: Terus, apa lagi Bu?

GBI: Apa ya, ya males, males ya juga masuk motivasi ya berarti ya? Ya itulah dua.

R: Apa tadi Bu?

GBI: Ya apa itu tadi, motivasi sama kemampuannya memang terbatas. Motivasinya kurang, kemampuannya, vocabnya kurang, terus, apanya, ya kemampuan di bahasa Inggrisnya kurang.

R: Mungkin juga banyak kegiatan ya Bu?

GBI: Iya, karena tidak hanya Bahasa Inggrs saja, kan masih banyak pelajaran yang lain.

R: Tapi walau pun tidak setiap hari, nyatanya sudah ada peningkatan ya?

GBI: Iya, ada itu dari pre-test sama yang cycle satu kan ada peningkatan.

Yang tadinya tidak bisa menulis dengan pola yang bagus, sedikit ada polanya, pola kalimatnya, yah?

R: Hehe, betul betul Bu. Jadi mungkin gak papa ya Bu kalau diberi kebebasan saja untuk menulis, misalnya ya seminggu terserah mau berapa kali, yang penting setiap minggu ada hasilnya gitu ya bu?

GBI: Ya iya, kan dari buktinya kemarin anaka-anak masih tetap, semuanya menulis meskipun tidak setiap hari.

R: Jadi mungkin untuk kedepannya gak papa lah tidak setiap hari ya Bu ya?

GBI: Iya.

R: terus apa ya, ya itu intinya gitu ya bu. Ya gak papa gak setiap hari yang penting satu minggu menulis, yang penting kan menulis secara regular, teratur.

Terus, kalau aktifitasnya? Ini kan besok masih mengajar Bu, aktifitas apa lgi yang kira-kira bisa diimplementasikan?

GBI: Implementasinya? Kedepannya?

R: Iya, ohya ini yang kemarin Bu. kemarin kan sudah disusun seperti ini yang menyusun sentences,

GBI: Yah seperti ini, terus kedepannya kan mau menyusun apa?

R: Menyusun paragraph?

GBI: Menyusun paragraph. Menyusun sentences, menyusun paragraph, membuat teks yang bagus, yah? Menjadi teks yang bagus.

R: Terus aspek apa yang perlu ditingkatkan Bu? Semisal vocab masih tetap ya?

GBI: Iya, vocab, untuk vocabnya maksiudnya vocab yang sering dipakai dalam kegiatan sehari-hari anak, yang biasa mereka lakukan. Vocabnya tetep masih, apa, ditambahkan, iya, terus?

R: Masalah kalimat juga masih ya bu?

GBI: Iya, kalimatnya kan masih, mungkin sudah ada yang bisa dalam bentuk kalimat simple past tense, tapi kan masih ada yang belum paham bentuk keduanya.

R: Terus lainnya apa lagi Bu? Kendala apa yang belum terpecahkan dan perlu diperbaiki di cycle dua? Apa yang perlu ditambahkan?

GBI: Lah itu, yang di verb duanya kan masih pada belum paham, mana verb satu mana verb dua, berarti masih ditingkatkan lagi, masih ditambah pengetahuannya tentang verb dua. Sama, apa yah. Conjunction yah? Conjunctionnya kan masih jarang dipakai nah itu, apasaja yang biasanya sering dipakai pada menulis jurnal, yak.

R: Terus, lainnya bu? Ada lagi?

GBI: Sudah.

R: Ya sudah Bu terimakasih.

GBI: Sama-sama..

INTERVIEW TRANSCRIPT 10

Hari, tanggal : Senin, 10 Februari 2014

Jam : 19.45-10.48

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

P: Halo, namanya Rio kan?

S: Iyaa

P: Menurut kamu gimana Ibu ngajarnya?

S: Eeee...

P: Jujur aja jujur aja, hehe

S: Mudah.

P: Cukup lumayan yaa?

S: Iya.

P: Kalau tetang simple past tense masih bingung apa udah mudeng?

S: Agak bingung, sedikit.

P: Tapi kalo dari pada dulu? Mending?

S: Mending sekarang.

P: Kalau tentang kosakatanya tambah gak?

S: Tambah.

P: Kalau nyambungin kalimat yang satu dengan yang lain? Masih suka bingung gak?

S: Masih.

P: Terus kalau menurut kamu tugas menulis jurnal menyusahkan enggak?

S: Enggak

P: Beneran enggak?

S: Beneeer.

P: Tapi kamu nulisnya tiap hari gak?

S: Enggak.

P: Haaaa.. berarti intinya menulis jurnal itu gak menyusahkan Cuma yang penting jangan tiap hari mungkin ya?

S: Iya.

P: Jadi kalau misalnya kaya gini, seminggu kamu disuruh menulis, tapi gak harus setiap hari, kira-kira kamu mau gak?

S: Mau.

P: Bagus. Terus, pas dulu kamu nulis yang pertama itu sama yang kemarin, mending mana?

S: Kemaren.

P: Yang kemaren? Kenapa?

S: Lebih mudah.

P: Soalnya udah ada dijurnal juga ya? Udah diajarin?

S: Iya.

P: Terus, setelah membiasakn nulis jurnal, pas nulis (tes) rasanya juga jadi lebih mdah gak?

S: Iya.

P: Iya? Kenapa? Ceritakan.

S:

P: Idenya mungkin ya? Jadi tinggal nginget-inget ya?

S: (Mengangguk)

P: Iya gaaaak?

- S: Iya!
- P: Haha, ah Rio, terus, tadi kalau abis nulis jurnal idenya jadi lebih gampang, mau nulis apa gitu ya?
- S: Iya.
- P: Terus, kesulitan apa yang masih kamu temui saat menulis?
- S: Artinya gak bisa.
- P: Oh kalau menerjemahka masih susah ya?
- S: Susah.
- P: Terus, kalau menulis jurnal tiap hari ditambah penjelasan dari Ibu, memotivasikamu gak buat belajar Bahasa Inggris?
- S: Iyaa!
- P: Terus kalau menulis jurnal dijadikan kebiasaan mau?
- S: Mau.
- P: Mau? Yang penting gak tiap hari gitu? Hehe
- S: Iya, hahahaha
- P: Terus, Ibu kan masih mengajar, ada saran gak biar suruh apa gitu.
- S: Gak ada.
- P: Ya udah, makasih Rioooo.
- S: Iyak.

INTERVIEW TRANSCRIPT 11

Hari, tanggal : Senin, 10 Februari 2014

Jam : 19.48-10.51

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Namanya Arif kan?
- S: Iyaa..
- P: Menurut kamu gimana ibu ngajarnya?
- S: Ibu ngajarnya baik, lucu.
- P: Lucu? Eh? Hehe. Terus tentang simple past tense, udah mulai mudeng?
- S: Sudah.
- P: Terus kalau tentang kosakata, tambah gak?
- S: Tambah.
- P: Tambah, terus kalau disuruh nyambungin kalimat yang satu dengan yang lain, udah bisa belum, apa masih bingung?
- S: Ya udah sedikit bisa.
- P: Lumayan ya? terus abis itu, menurut kamu tugas menulis jurnal itu gimana? Menyenangkan apa gimana?
- S: Menyenangkan.
- P: tapi kamu nulisnya gak tiap hari.
- S: Iya tapi menambah wawasan belajar.
- P: Tapi kalau misalnya, sebenarnya menulis jurnal itu menyenangkan, Cuma asal gak tiap hari gitu ya?
- S: Iya.
- P: Kalau misalnya disuruh menulis jurnal, tiap minggu dikasih kebebasan tiap minggu terserah mau nulis berapa kali, mau gak?
- S: Ya mau.
- P: Yang penting gak tiap hari? Hehe
- S: Iya.

- P: Pas dulu kamu nulis yang pas tes pertama sama yang pas kemarin itu, ada bedanya gak?
- S: Ada.
- P: Mudah yang mana?
- S: Mudah yang sekarang.
- P: Mudah yang sekarang, kenapa?
- S: Simple past tensenya sudah sedikit mudeng, kosakatanya udah banyak yang hapal.
- P: Ooh, terus setelah membiaskan diri menulis jurnal, ada pengaruhnya gak buat kamu pas ngerjain tes menulis?
- S: Ada.
- P: Apa?
- S: Lebih mudah.
- P: Karena simple nya itu udah ngerti?
- S: Iya.
- P: Terus?
- S: Kosakatanya sudah sedikit apal, jadinya sudah bisa mnegartikan.
- P: Terus, idenya juga lebih gampang ya? Mungkin kan tinggal nginget-inget, gitu kan?
- S: Iya.
- P: Terus, kesulitan, kesuliatn apa yang masih kamu temui dalam menulis?
- S: Yang verb dua.
- P: Oh, verb duanya kadang masih susah? Terus apa lagi?
- S: Sama, sudah. Hehe
- P: Kalau menulis jurnal tiap hari, sama diajar Ibu selama ini, memotivasi kamu gak buat belajar bahasa Inggris.
- S: Iya.
- P: Gimana coba ceritakan?
- S: Biar bisa baik terus belajar Bahasa Inggris.
- P: Gimana, gimana? Oh jadi pengen diseriusi belajar bahasa inggris yang bener ya?
- S: Iya.
- P: Berarti intinya gak papa ya menulis jurnal itu, asal gak tiap hari, gak dipaksakan. Soalnya susah ya?
- S: Susah.
- P: Kenapa?
- S: Mengganggu waktu belajar yang lain.
- P: Haha, iya bener, bener, mengganggu waktu belajar yang lain. Terus juga mungkin banyak kegiatan? Kalaian kan juga butuh main ya? Hehe
- S: Iya.
- P: Nah, saran, besok kan mungkin Ibu masih mengajar. Ada saran gak biar ibu apa gitu.
- S: Saran?
- P: He eh, biar ibu ngajarnya gimana?
- S: Ngajarnya lebih santai, biar gak tegang.
- P: Loh tengang po selama ini?
- S: Ya gak, anu kecepeten.
- P: Oh kecepeten? Oohh, ya nanti dibikin lebih lambat. Makasih ya Ariif..
- S: Ya, sama-sama.

INTERVIEW TRANSCRIPT 12

Hari, tanggal : Senin, 10 Februari 2014

Jam : 09.56-10.01

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Hai namanya Agung kaaaan? Sini yaa.. namanya Agung kan?
- S: Iya
- P: Menurut kamu gimana Ibu mengajarnya selama ini?
- S: Yaaa, anu, apa ya? (grogi)
- P: Gak papa, apa mbingungin, apa gak jelas?
- S: Enggak, jelas.
- P: Lumayan lah ya?
- S: Iya.
- P: Terus kalau simple past tensenya udah mudeng belum?
- S: Ya mmm, anu.
- P: Lumayan?
- S: Ya, lumayan.
- P: Kalau dari pada dulu?
- S: Dari pada dulu ya mending sekarang.
- P: Kalau tentang kosakata, kosakatanya tambah gak?
- S: Tambah.
- P: Terus, nyambungin kalimat yang satu dengan yang lain, udah bisa belum? Masih bingung?
- S: Anu, sudah.
- P: Sudah mendingan ya? Terus kalau menurut kamu, tugas menulis jurnal itu menyusahkan gak?
- S: Ya enggak.
- P: Tapi kamu nulisnya gak tiap hari tuh, kenapa?
- S: Anu. Itu sering lupa. Hehe.
- P: Hehe, sering lupa. Tapi kalau misalnya kaya gini, kamu disuruh nulis jurnal tapi gak tiap hari, mungkin ya seminggu, terserahlah mau nulis berapa, itu memberatkan gak buat kamu?
- S: Ya enggak.
- P: Gak ya? Yang penting gak harus tiap hari, gitu ya?
- S: Iya.
- P: Terus, pas dulu kamu tes waktu pertama itu, sama yang kemarin terakhir, ada perbedaan gak?
- S: Ada.
- P: Perbedaannya apa?
- S: Kalau yang dulu itu, masih sulit. Kalau yang sekarang itu, sudah jadi mending mudah.
- P: Terus, setelah membiasakan diri menulis jurna, rasanya pas nulis kemarin itu perbedaannya apa? Maksudnya, apa kosakatanya lebih gampang, apa?
- S: Ya, lebih gampang, anu sudah biasa nulis.
- P: Ooh, jadi udah biasa nulis, (waktu tes) nulisnya jadi lebih gampang gitu ya?
- S: Iya.
- P: Terus, ha, terus masalah ide, lebih gampang gak? Kan udah nulis jurnal

- terus abis itu waktu nulis idenya jadi lebih gampang gak?
- S: Iya, idenya jadi lebih gampang, anu bisa lihat di jurnal.
- P: Bagus, teruuus, kesulitan apa yang masih kamu temui dalam menulis.
- S: Mmm... Ya anu mengartikan.
- P: Mengartiakan, dalam menerjemahkan gitu. Terus, menulis jurnal, ditambah ibu ngajar tiap hari, memotivasi kamu gak buat belajar bahasa Inggris?
- S: Ya, menyeneangkan.
- P: Menyenangkan, jadi senang ya gitu. Oya, terus kalau menulis jurnal itu dijadikan kebiasaan, mau ya? Asal gak tiap hari, gitu?
- S: Iya, ya mau.
- P: Terus kalau, kan besok ibu masih ngajar, ada saran gak biar Ibu apa gitu?
- S: Ya itu, anu.. Apa ya?
- P: Apa? Biar lebih apa gitu?
- S: Anu, lebih, anu..
- P: Lebih apa? Lebih pelan, apa lebih apa?
- S: Iya, lebih pelan, jadi gak mbingungin.
- P: Memang selama ini mbingungin?
- S: Ya enggak, cuma..
- P: Agak kecepetan ya?
- S: Iya.
- P: Ya udah, makasih Aguuuung.
- S: Iya, sama-sama.

INTERVIEW TRANSCRIPT 13

Hari, tanggal : Selasa, 11 Februari 2014

Jam : 13.50-13.53

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Namanya Sigit kan ya?
- S: Ya.
- P: Menurut kamu Ibu ngajarnya gimana?
- S: Emm.. Jelas.
- P: Jelas, terus?
- S: Emm.. Yak gitu lah, hehe
- P: Terus kalau masalah simple past tense udah mudeng belum?
- S: Mudeng.
- P: Kalau vocabnya tambah?
- S: Emm.. Yak.
- P: Ya? Kalau tanda bacanya?
- S: Ya lumayan.
- P: Lumayaaan. Terus kalau menyambungkan kalimat yang satu dengan yang lain, udah lumayan mudeng belum?
- S: Ya lumayan.
- P: Menulis jurnal menurut kamu menyenangkan gak?
- S: Menyenangkan.
- P: Iya, Sigit tuh nulisnya tiap hari kok ya?
- S: Ya.
- P: Penuh terus, tapi kamu gak merasa terganggu karena menulis jurnal tiap hari?

- S: Enggak.
- P: Enggak? Terus, gak banyak kegiatan po?
- S: Enggak.
- P: Terus, kalau misalnya.. Oh, pas dulu kamu tes yang kedua, sama yang tadi, mudah yang mana?
- S: Yaaang tadi.
- P: Yang tadi? kenapa?
- S: Karena kemaren sudah pernah.
- P: Sudah pernah, tadi tinggal nulis gitu ya?
- S: Iya.
- P: Terus, jurnalnya membantu kamu gak dalam menulis tadi?
- S: Iya.
- P: Kenapa? Coba ceritakan.
- S: Anu, karena kemarin saya pernah sakit, jadi ditulis disitu.
- P: Terus tadi diceritakan?
- S: Iya.
- P: Oooh.. terus kesulitan yang masih ditemui dalam menulis, masih susah apa Sigit?
- S: Mengartikan.
- P: Mengartikan? Yang menerjemahkan gitu ya?
- S: Iya.
- P: Oooh, terus setelah membiasakan menulis jurnal, terus juga diajarin ibu memotivasi kamu gak biar rajin belajar bahasa Inggris? Khususnya menulis?
- S: Iya.
- P: Iya?
- S: Iya.
- P: Terus, kalau menulis jurnal pakai Bahasa Inggris dijadikan kebiasaan mau gak?
- S: Emm.. enggak.
- P: Kenapa enggak?
- S: Anu, engg.. gak tau. Hehehe
- P: Tapi kalau misalnya gak tiap hari, misalnya seminggu cuma sekali gitu?
- S: Yaaa, InsyaAlloh.
- P: Kalau misal tiap hari kenapa? Mengganggu ya?
- S: Iya, kalau tiap hari.
- P: Kan soalnya banyak kegiatan juga?
- S: He eh, ya lumayan banyak kegiatannya.
- P: Banyak PR juga?
- S: Iya.
- P: Ya udah, makasih Sigiiiiit.
- S: Iya.

INTERVIEW TRANSCRIPT 14

Hari, tanggal : Selasa, 11 Februari 2014

Jam : 13.53-13.56

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

P: Tommy, Ibu ngajarnya gimana menurut kamu?

S: Ya baik, mudengan.

P: Terus masalah simple past tense udah mudeng belum?

S: Udah.

P: Kalau vocabnya tambah gak?

S: Ya tambah.

P: Kalau tentang tanda baca udah lumayan mudeng?

S: Lumayan.

P: Terus kalau nyambungkan kalimat yang satu dengan yang lain?

S: Bisa.

P: Bisa. Kalau menurut kamu menulis jurnal menyenangkan gak?

S: Menyenangkan.

P: Kamu menulisnya tiap hari gak?

S: Ya kadang-kadang.

P: Enggak, kalau misalnya gak tiap hari kenapa? Karena banyak kegiatan?

S: Iya.

P: Terus apa lagi?

S: Ya, karna pulangnye sore.

P: Emm, terus? Banyak PR juga ya kadang?

S: Iya.

P: Terus, eee.. Kalau misalnya, tapi walaupun gak tiap haripun, jurnalnya tetap membantu kamu dalam menulis gak?

S: Iya.

P: Tetep ya? Gimana? Coba ceritakan.

S: Yaa.. jadi bisa mengartikannya.

P: Ehhh, terus, kalau masalah ide? Juga tinggal ngliet ya?

S: Iya.

P: Iya, tinggal nginget-nginget, terus, pas dulu kamu nulis, sama yang tadi itu mending yang mana? Mudah yang mana?

S: Tadi.

P: Kenapa?

S: Karena sudah pernah.

P: Em, he eh. Terus, jurnalnya tadi membantu kamu dalam menulis kan ya?

S: Iya.

P: Bisanya karena, karena udah pernah itu, terus, kalau masah ide juga tinggal nginget-inget, terus kalau kosakatanya?

S: Kalau kosakatanya tinggal liet dikamus.

P: Kalau kesulitan. Kesulitan apa yang masih kamu temui dalam menulis?

S: Verb twonya.

P: Verb two, terus lainny ada gak?

S: Gak ada.

P: Kalau menulis jurnal dijadikan kebiasaan mau gak? Ya gak tiap hari sih, misalnya satu minggu sekali harus menulis gitu, memberatkan gak kira-kira?

- S: Enggak.
 P: Gak ya? Tapi jangan setiap hari yang penting?
 S: (mengangguk)
 P: Emm, terus, ya udah deh gitu aja, makasih ya tomiiii.
 S: Sama-sama.

INTERVIEW TRANSCRIPT 15

Hari, tanggal : Selasa, 11 Februari 2014

Jam : 13.56-13.59

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Namanya Wahyuni ya?
 S: Iya.
 P: Ibu gimana ngajarnya menurut kamu?
 S: Ya baik, mudah dipahami.
 P: He em, terus kalau masalah simple past tense udah mudeng?
 S: Udah.
 P: Terus kalau masalah vocab?
 S: Sudah.
 P: Sudah tambah ya?
 S: Iya, banyak.
 P: Tambah banyak? Hehe. Kalau tanda bacanya?
 S: Ya kadang ya apa ya, masih lupa lah.
 P: Oh, masih lupa. Terus kalau menyambungkan kalimat yang satu dengan yang lain?
 S: Bisa.
 P: Bisa, terus, menurut kamu menulis jurnal menyenangkan gak?
 S: Menyenangkan banget.
 P: Wahyuni nulisnya tiap hari?
 S: Iya.
 P: Wah keren. Emang kamu gak mengganggu kegiatanmu gitu?
 S: Enggak.
 P: Ooh, gak banyak PR po?
 S: Ya kadang banyak, tapi bisa membagi.
 P: Terus, kalau misalnya, berarti gak papa ya kalau misalnya menulis jurnal itu dibiasakan tiap hari gitu?
 S: Iya.
 P: Tapi kalau misalnya harus full tiap hari susah ya kayaknya?
 S: Ya tapi enggak, karna ya seneng banget nulis.
 P: Oooh, memenag seneng nulis. Oh tapi memang tulisannya wahyuni bagus sih, jadi kalau tulisannya kamu tuh verbnya kadang tuh udah termasuknya bener, udah termasuknya bagus. Terus, pas dulu kamu nulis pertama, terus yang kemarin sama yang tadi, muda yang mana?
 S: Mudah yang tadi.
 P: Kenapa?
 S: Karena yang kemarin apa ya, belum bisa dan belum mengetahui, tapi sekarang sudah paham dan tahu.
 P: Ooya, terus berarti jurnal itu membantu kamu gak dalam menulis?
 S: Iya.

- P: Iya gimana? coba ceritakan.
 S: Ya memebantu, bisa apa ya, anuuu..
 P: Apa? Idenya?
 S: Idenya jadi tambah banyak, terus, apa ya? Bisa meningkatkan hobi lah.
 P: Oh meningkatkan hobi, memang hobinya menulis ya?
 S: Iya.
 P: Terus kesulitan, kesulitan apa yang masih ditemui saat menulis?
 S: Ya, kadang titik sama komanya.
 P: Titik sama komanya kadang lupa?
 S: Iya.
 P: Terus lainnya ada gak?
 S: Enggak.
 P: Terus, setelah menulis jurnal terus juga diajarin sama ibu kan, memotivasi kamu gak untuk belajar Bahasa Inggris?
 S: Iya.
 P: Coba ceritakan, jadi apa gitu?
 S: Ya jadi menyenangkan.
 P: Jadi seneng belajar Bahasa Inggris?
 S: Iya.
 P: Berarti intinya kalau menulis jurnal dijadikan kebiasaan mau ya?
 S: Mau.
 P: Soalnya Wahyuni seneng nulis, ya udah makasih ya Wahyuni.
 S: Iya.

INTERVIEW TRANSCRIPT 16

Hari, tanggal : Selasa, 11 Februari 2014
 Jam : 14.00-14.03
 Tempat : Ruang kelas VIII D
 Responden : (P) Peneliti, (S) Siswa

- P: Namanya Siti Solikhah ya gimana menurut kamu Ibu ngajarnya selama ini?
 S: Ya baik.
 P: Terus?
 S: Menyenagkan.
 P: Menyenangkan? Hehehe. Masalah simple past tense, dah bisa belum?
 S: Lumayan.
 P: Lumayan, kalau misalnya vocab, vocabnya nambah?
 S: Nambah.
 P: Kalau tanda bacanya?
 S: Ya, kadang bingung.
 P: Kadang masih lupa gitu ya? Kalau mneyambungkan kalimat?
 S: Menyambungkan kalimat? Ya lumayan.
 P: Udah lumayan? Kadang-kadang kan pakai after that, gitu-gitu kan? Then, kemudian. Kalau missalnya menulis jurnal, menurut kamu mneyenangkan gak?
 S: Menyenangkan .
 P: Kamu menulisnya tiap hari gak?
 S: Kadang dua hari sekali,
 P: Bolong-bolong ya? Soalnya kalau tiap hari kenapa to?

- S: Anu, kadang males.
P: Males, tugasnya juga banyak ya? Kegiatannya juga banyak?
S: (mengangguk)
P: Emmm, gak papa. Terus, eee, kalau missal, oh tapi kalau misalnya jurnal itu dijadikan kebiasaan Cuma gak harus tiap hari, kamu, kmembaratkan kamu gak?
S: Enggak.
P: Misalnya terserah deh mau nulis berapa kali seminggu yang penting dalam seminggu menulis. Gak memberatkan ya?
S: Gak.
P: Oke, terus kalau dulu pas kamu nulis, sama yang kedua, sama yang tadi, mudahan yang mana?
S: Yang tadi.
P: Kenapa?
S: Yang dulu belum, anu, belum maksud gitu, tapi kalau yang sekarang udah maksud.
P: Terus, jurnalnya membantu kamu gak waktu menulis?
S: Iya.
P: Membantunya gimana?
S: Membantunya, emm, anu,
P: Apa?
S: Anu yang kosakata, verb twonya itu.
P: Ooh, yang verb twonya itu, terus idenya iya gak?
S: Lumayan.
P: Jadi tinggal nginget-inget gitu ya? Tinggal mbuka-mbuka jurnal. Terus, kesulitan yang masih ditemui?
S: Kesulitan, yang, di verb two.
P: Emm, yang verb two masih suka bingung?
S: Iya.
P: Em, tapi udah mending ya dari pada yang dulu?
S: Iya.
P: Terus, seteah menulis jurnal juga diajarin sama ibu, memotivasi kamu gak buat belajar Bahasa Inggris?
S: Emm, memotivasi?
P: Jadi seneng Bahasa Inggris gitu gak?
S: Mm... Iya.
P: Terus, kalau menulis jurnal dijadikan kebiasaan baerarti mau ya? Asal gak diharuskan setiap hari kaya gitu?
S: Iya.
P: Oke, makasih yaaa, ati-ati ya pulangunya.

INTERVIEW TRANSCRIPT 17

Hari, tanggal : Selasa, 11 Februari 2014

Jam : 20.00-20.06

Tempat : Kediaman Ibu Eti Rahayu

Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

- R: Bagaimana menurut ibu hasil dari pengimplemantasian di cycle ini?
Apa sudah sesuai bu?
GBI: Iya, he eh sesuai, yang cycle dua kan tentang apa? Kemarin apa?

- R: Tentang simple past tense,
- GBI: He eh simple past tense, vocab kedua, terus punctuation yah? Membuat kalimat dan menyusun paragraph, ya sudah sesuai dengan tujuannya yah? Tujuan writing.
- R: Terus kalau menurut ibu peningkatan kemampuan siswa setelah treatment ini atau implementasi ini gimana Bu? Dalam gramarnya, vocabnya?
- GBI: Kalau dalam gramarnya ya lebih meningkat dibanding kaya kemarin yang belum proses ini, penelitian ini kan masih kurang anaknya, belum mampu grammar, simple past tense, sekarang sudah sedikit bertambah. Vocabnya jelas, karena setiap hari ka nada penambahan vocab yang belum mengenal apa sudah mengenal tapi tidak tau artinya. Tanda baca, tanda baca kan mereka jadi tahu setelah dijelaskan fungsinya untuk apa, terus isinya,
- R: Tentang ide?
- GBI: Iya isi untuk menulis, karena ini bentuknya jurnal ya berarti ya,
- R: Mungkin dapat ide dari jurnal
- GBI: Iya dari jurnalnya yang tiap hari dibikin.
- R: Kalau motivasinya Bu?
- GBI: Motivasinya kalau apa ya, karena kalau writing kan susah ya jadi motivasinya yaitu setiap harinya menuliaslah, menulis dalam bentuk satu kalimat atau dalam bentuk satu kata, kan bisa saja.
- R: Berarti motivasinya harus selalu terus ditingkatkan ya bu?
- GBI: Iya betul.
- R: Terus, kalau secara garis besar, ee, secara garis besar kira-kira penelitian ini sudah dapat dibilang sukses belum Bu untuk meningkatkan kemampuan, ataupun ke-fluent-nan, ataupun kecakapan siswa dalam menulis?
- GBI: Kalau menurut saya sih iya, ada peningkatan jelas. Waktu kemarin yang belum pertama pretest kan tidak tahu penggunaan verb dua, kurang, bukannya tidak tahu, tapi ya kurang tahu verb dua, kurang tahu penggunaan simple pas tense, tanda baca, dan vocabnya, kalau sekarang kan karena sudah dilatih setiap pertemuan, ada sedikit, malah tidak sedikit, tapi ada peningkatan yang lumayan lah.
- R: He eh, berarti bisa dibilang sukses ya bu? Hehe.
- GBI: Iya, sukses.
- R: Kalau menurut ibu, bagaimana mengenai keterlangsungan kegiatan penulisan jurnal ini? Apa benar-benar bisa diimplementasikan dalam kegiatan KBM secara berkelanjutan?
- GBI: Iya, karena diwriting ini kan khususnya penulisan jurnal ya? Jurnalnya kan karena dikelas dua kan ada penggunaan, ada materinya. Materinya (recount text) disemester satu dan semester dua tetap ada jadi tetap selalu akan diimplementasikan, dikelas tiga pun ada.
- R: Ada recount text itu ya Bu?
- GBI: Ada.
- R: Berarti ya bisa diimplemantasikan ya? Terus bu, ada komentar apa gitu?
- GBI: Komentar apa? Hal apa?
- R: Ya harapan, atau ya apa ya, atau masih ada kendala apa bu yang belum terpecahkan?
- GBI: Ya kalau kendalanya sih jelas anaknya motivasine guwe jelas

kendalanya, hehe. Kalau, apa maning ya, terutama ya motivasi. Yaitulah motivasi dalam writing lah kan masih kurang sekali.

R: Kalau tentang kemampuan menulisnya?

GBI: Ya kalau kemampuan menulisnya ya meningkatlah.

R: Ya sudah Bu, terimakasih.

GBI: Sama-sama.

INTERVIEW TRANSCRIPT 18

Hari, tanggal : Kamis, 20 Februari 2014

Jam : 09.30-09.37

Tempat : Perpustakaan Sekolah

Responden : (P) Peneliti, (GBI) Guru Bahasa Inggris

R: Ya Bu, mau mengkonfirmasi apakah anak-anak kelas VIII D itu memang cenderung gampang lupa karena kemaren waktu cycle pertama kan sudah diajarkan masalah organization, masalah bagaimana e menyambungkan kalimat yang satu dengan yang lain, tapi waktu di test cycle dua itu cenderung kurang diaplikasikan. Terus waktu itu juga di cycle dua pertemuan pertam asudah diajarkan mengenai punctuation juga capitalization tapi waktu dihari ketiganya waktu tes itu juga ternyata ugajarang diaplikasikan, gimana menurut ibu?

GBI: Iya, kalo menurut, kalau yang saya alami itu ya memang benar anaknya kan memang ketika diajarkan dia faham, tapi ketika dilatihkan untuk waktu berikutnya, next meeting, itu cenderung lupa, cenderung tidak dipakali yang sudah pernah diajarkan. Misalkan kalau misalkan bikin kalimat yang penggunaan conjungsi atau penggunaan punctuationnya, sudah diajarkan tapi untuk pertemuan kedepannya kalau diajarkan lagi, lupa, kaya gitu. Memang iya kaya gitu, memang apa sih ya, daya ingatnya juga masih kurang mbok bocaeh?

R: Ooooh, gitu?

GBI: Iya, he eh.

R: Jadi, harusnya kira0kira gimana Bu? Harusnya diajarkan terus-menerus seperti itu ya Bu ya? Diingatkan.

GBI: Iya, betul, ketika, memang dia lagi penggunaan pada kalimat maka ketika diajarkan waktu berikutnya pun tetap diingatkan dalam arti tidak diingatkan sepenuhnya ya, tapi sedikit dipancing.

R: Ooh, seperti itu, iya bu. Terus kalau dari menulisnya jurnal sendiri bu, kemaren minggu terakhir waktu mau cycle dua itu, jurnalnya kan saya cek bu, nah ada beberapa anak yang sama sekali tidak menulis dalam minggu itu, kira-kira ada solusi gak bu kalau sekiranya nanti benar-benar diapliakasikan gimana sih biar anak-anak benar-benar melaksanakan menulis dalam satu minggu itu, menulis jurnal dalam satu minggu.

GBI: Iya, kalau misalkan kalau anaknya kan kalau memang tidak diwajibkan, tidak ada apa itu ya, kalau tidak mewajibkan kan menyepelekan gitu loh. Dianggap itu tidak penting, tapi kalau misalkan ini memang tugas, ini memang tugas, harus dikerjakan, dimasukan ke daftar nilai, ya anak itu, paling gak dalam satu minggu walaupun tidak full dalam satu mingg tetep daia akan menulis, dan juga ada penghargaannya lah, rewardnya.

Ya ketika ada rewardnya kan mereka jadi motivasi, oya kan nanti kalau misalkan saya pekerjaanya full, maka akan mendapatkan reward yang bagus, gitu.

R: Oya, betul sekali bu, terus, e oya bu, selam ini kan juga ibu juga saya dikelas mengajarnya ya bilingual gitu kan bu, gak full bahasa inggris, itu karena memang kalau misalnya full bahasa inggris itu anak-anak kira-kira penyampaiannya ataupun daya tangkapnya itu masih kurang bu? Atau gimana?

GBI: Kalau misalkan full English ya, full English itu belum bisa dikelas itu, dikelas VIII D itu belum bisa, kalau mungkin dikelas lain bisa, kalau yang VIII D memang kalau ya paling gak ya fifty fifty lah paling enggak Bahasa Inggrisnya, yang ketika kita mengucapkan Bahasa Inggris, maka kalimat berikutnya kita harus menterjemahkan, kaya gitu. Kalau misalkan kita pakai bahasa inggris yang masih dalam konteks yang mudah mungkin mereka paham, tapi ketika menemukan kosakata yang baru yang kita ucapkan, mereka juga masih bingung, kaya gitu. Karena memang vocabnya kurang sekali.

R: Oya bu, terus, oya ini bu, kalau misalnya dari kegiatan anak-anak setelah sekolah, maksudnya apa mereka memang banyak kegiatan apa gimana Bu?

GBI: Oya, kalau disinikan memang kalau pulang sekolah kan ya sore samapai jam dua, mungkin kalau sekolah berbasis agama kan pelajarannya lebih banyak sini sih ya. Jadi kalau sore juga ada ekstra, anaknya sampai dari jam dua sampai setengah empat, yang ikut ekstar, maka dalam satu minggu itu bisa ngikut maksimal kan disini kan dibatesin tiga ekstra, makanya tiga hari disini sampai sore. Jadikan karena memang waktunya capeklah, jadikan untuk belajar, motivasi belajarnya, karena memang sudah capek, jadi tidak maksimal. Kaya gitu.

R: Terus kalau kehidupannya mereka maksudnya ada gak sih diantara mereka yang pulang sekolah terus kerja atau giman-giman gitu Bu?

GBI: Ada, kalau disini memang banyak yang kayak gitu. Keluarganya tidak, apa, tidak dalam arti utuh. Memang yang mungkin di ngikut mbahnya lah, ngikut mbahnya kan jadikan perhatiannya kurang. Ada yang mungkin memang orangtuanya broken home, itu motivasinya buat belajarnya kan kurang.

R: Jadi karena anak-anak backgroundnya juga berbeda-beda, motivasinya juga berbeda-beda, kegiatannya juga kadang-kadang berbeda-beda gitu ya bu?

GBI: Iya, iya betul memang backgroundnya memang berbeda jadi kan hasilnya juga beda.

R: Jadi ada yang ternyata bisa mnegerjakan full satu minggu, tapi juga ternyata ada yang gak gitu ya bu?

GBI: He eh, iya. Sebenarnya mungkin juga kalau digali memang kemampuan menulisnya memang adalah anak-anak tersebut. Cuma kan kendalanya itu, motivasinya yang kurang.

R: Ya sudah bu terimakasih.

GBI: Iya, sama-sama.

INTERVIEW TRANSCRIPT 19

Hari, tanggal : Kamis, 20 Februari 2014

Jam : 10.10-10.25

Tempat : Ruang kelas VIII D

Responden : (P) Peneliti, (S) Siswa

- P: Agung kan gak tiap hari nulisnya, kenapa?
 S: Ya anu itu kadangan mau nulis udah malem.
 P: Udah malem, terusbanyak kegiatan ya?
 S: Iya.
 P: Kegiatannya apa aja?
 S: Ya anu, kalau pulang sekolah jam dua, jam dua baru pulang, makan, terus tidur sampai jam tiga, terus main.
 P: Ooh, gitu, ya udah gak papa, makasiiih..
 S: Sama-sama.
 P: Terus siapa lagi yang belum? Kamu juga gak tiap hari kan? Kenap arif?
 S: mmm... terganggu pelajarannya.
 P: Soalnya banyak PR ya?
 S: Iya.
 P: Terus banyak kegiatan?
 S: Banyak.
 P: Apa aja kegiatannya?
 S: Dirumah mbantuin orang tua, solat, terus belajar yang lainnya.
 P: Ooh, gitu, ya ya. Terus, tomi, tomi kan juga gak tiap hari nulisnya kenapa?
 S: Karena banyak PR banyak pekerjaan.
 P: He eh terus banyak kegiatan juga?
 S: Iya.
 P: Oooh, yak gak papa. Terus, kamu siapa namanya? Naeli gak tiap hari kenapa?
 S: Yak banyak pekerjaan bu dirumah.
 P: Ngapain? Mbantuin orang tua?
 S: Ya mbantuin orang tua, sama PRnya juga banyak, ngaji juga, ngajinya juga pulangny malem.
 P: Terus? Udah?
 S: Udah.
 P: Ya udah, makasiih.. terus siapa lagi yang gak tiap hari? Kamu tiap hari gak?
 S: Apanya?
 P: Nulis jurnalnya kemarin?
 S: Kemarin enggak.
 P: Kenapa?
 S: Lupa bu, hehe.
 P: Lupa? Terus? Banyak kegiatan apa gimana?
 S: Ya kadangan ada, kadangan enggak.
 P: PRnya banyak gak?
 S: Banyak.
 P: Terus? Mbantu orang tua juga?
 S: Iya.
 P: Ya udah gak papa.
 Solekhan kamu nulisnya tiap hari gak?

- S: Iya.
- P: Enggaaakk! Kamu nulisnya gak tiap hari. Kenapa kenapa? Kenapa gak tiap hari? Gak papa.
- S: Ya anu sibuk bu lah.
- P: Sibuk kenapa?
- S: Ngajilah.
- P: Ngaji, terus?
- S: Ya ngapa baelah, sing penting sibuk bu lah.
- P: Terus? Ngarap PR?
- S: Iya.
- P: Terus?
- S: Udah bu lah. Hehe
- P: Maharani kenapa gak tiap hari?
- S: Udah tiap hari kok kemarin bu.
- P: Iya po? Kalau (pas) gak tiap hari kenapa? Ngarjain tugas atau gimana?
- S: Iya.
- P: Ya, terus? Gak papa, ngomong aja.
- S: Iya banyak tugas terus kalau pulang langsung cuci piring.
- P: Ooh, bantu orang tua?
- S: Iya.
- P: Ya ya, gak papa. Eva, eva gak tiap hari kan nulisnya? Kenapa? Gak papa. Banyak PR? Banyak kegiatan?
- S: Anu lagi males aja.
- P: Ooh, gitu, ya udah gak papa. Lainnya siapa ya? Linda nulisnya gak tiap hari kan? Kenapa?
- S: Itu bu, males, hehe
- P: Males? Tapi banyak kegiatan, banyak PR gitugak sih?
- S: He eh.
- P: Kalau pulang jam berapa?
- S: Jam dua.
- P: Ya udah gak papaaa. Ghufon kenapa gak tiap hari?
- S: Karna, gak bisa nulis artinya bahasa Inggris bu.

APPENDIX F:
THE STUDENTS'
JOURNALS

JOURNAL ENTRY CREDIT
January-February
2014

NO	NAMA	Date																						
		21	22	23	24	25	26	27	total	29	30	31	1	2	3	total	4	5	6	7	8	9	10	total
1	Achmad Hufron A	✓							1				✓	✓	✓	3						✓		1
2	Bela Addiha	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓							1
3	Bobby Leo Moningka				✓				1				✓	✓	✓	3								0
4	Doni Wibowo							✓	1							0								0
5	Dwi Agung Prayoga	✓	✓						2	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	7
6	Eko Adi Prayogo				✓		✓	✓	3					✓		1					✓	✓	✓	3
7	Eva Itgiyatul Khuriyah	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	7
8	Febrian Fawzi	✓	✓						2	✓						1								0
9	Feri Dwi Kristianto	✓			✓		✓		3						✓	1					✓	✓		2
10	Imas Noor Khasanah	✓	✓						2		✓	✓	✓	✓		4			✓	✓	✓	✓	✓	5
11	Indi Mamluatus Sa'adah	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	7
12	Jamingatul Barokah	✓	✓	✓	✓	✓	✓		6		✓	✓			✓	3		✓	✓	✓	✓	✓	✓	6
13	Linda Septiani		✓	✓					2					✓	✓	2								0
14	Lutfi Alfiani	✓	✓				✓	✓	4	✓	✓					2		✓	✓			✓		3
15	Maharani Yustiar				✓	✓			2		✓	✓	✓	✓	✓	5			✓	✓	✓	✓	✓	5
16	Mega Sri Wahyuni	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	7
17	Mujimin	✓	✓						2	✓	✓					2								0
18	Naeli Fauzatun Nangimah	✓	✓						2	✓	✓	✓				3								0

19	Nasrulloh	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6		✓							1
20	Ngasirotul Banat	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	✓	7
21	Nila Rohmah	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6		✓	✓	✓	✓	✓	✓		5
22	Nur Faizin			✓	✓	✓	✓		4							0								0	
23	Rio Santoso	✓		✓	✓				3						✓	1	✓							1	
24	Riyani Farhatus Soimah	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	✓	7
25	Saeful Anwar	✓					✓		2				✓	✓	✓	3								0	
26	Setiawan Arief Pambudi	✓	✓	✓					3		✓	✓	✓			3	✓	✓	✓					3	
27	Sigit Indra Listiyanto	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6	✓	✓	✓	✓	✓	✓	✓	✓	7
28	Siti Solikhah	✓	✓						2	✓	✓	✓	✓	✓		5	✓	✓	✓	✓	✓	✓	✓	✓	7
29	Solekhan		✓	✓					2	✓	✓					2								0	
30	Tomi Gunawan Ginting	✓	✓						2		✓					1	✓	✓						2	
31	Wahyu Juni Waryanto		✓	✓				✓	3				✓	✓	✓	3		✓	✓		✓			3	
32	Wahyuni	✓	✓	✓	✓	✓	✓	✓	7	✓	✓	✓	✓	✓	✓	6		✓	✓	✓	✓	✓	✓	✓	6
33	Yoga Nursukma Pratama	✓	✓	✓	✓				4	✓						1								0	

THE RULES

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Date every entry ✓ Write in English Language ✓ Make sure that your handwriting is readable ✓ Don't worry about: <ul style="list-style-type: none"> - grammar - spelling - length - neatness | <ul style="list-style-type: none"> ✓ Write every new vocabulary you find ✓ Add these things if you want to: <ul style="list-style-type: none"> - drawing/ photos - emoticon - stickers - song lyrics/ poems/ quotes - etc. ✓ Be yourself! |
|---|--|

Have no ideas to write?

Try to remember what happened today, from the early morning to the night, and then think about:

- | | |
|---|--|
| <ul style="list-style-type: none"> - things you did - thoughts and feelings you had; whether you are tired, happy, angry, joyful, sad, etc. - people you saw or met, | <ul style="list-style-type: none"> - cartoons you watched, - books you read, - songs you listened to, - things you dreamed last night, - etc. |
|---|--|

EXAMPLES 1Thursday, 19 December 2013*

I helped a kitten this afternoon. I found him when I walked with my brother around the park. One of his legs was bleed. I think he was crashed by motorcycle. I was so sad, then I carried it to a vet.

adapted from: <http://lromadlon.blogspot.com>

picture from: kridah.deviantart.com

***EXAMPLES 2**

Wednesday,
3/ 12/ 2013

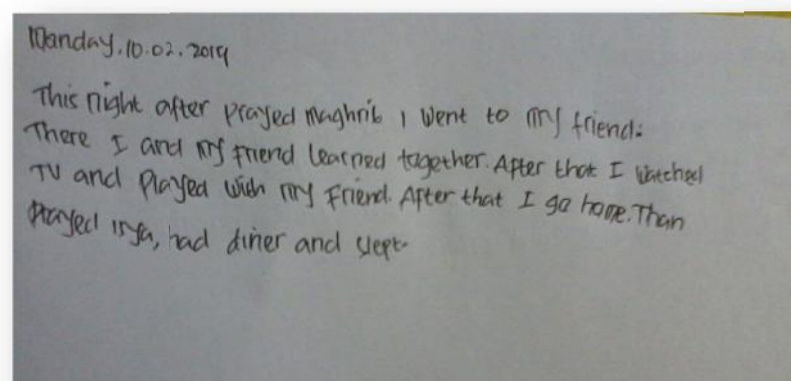
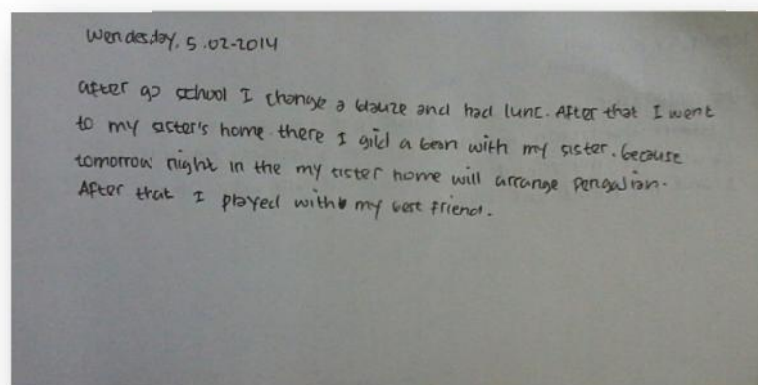
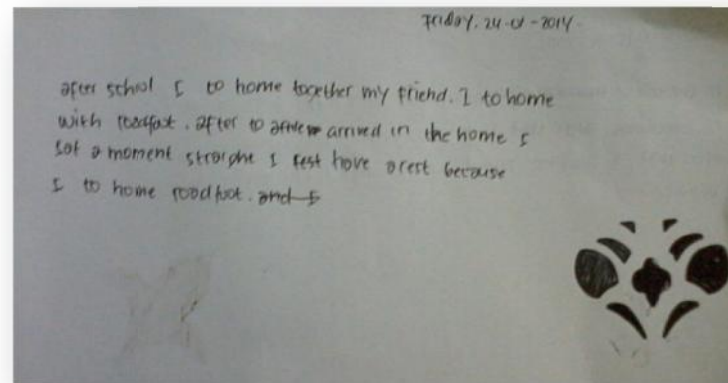
Today is not very interesting, I decided that I just wanna rest and spent my free time in home. I didn't know why but I felt extremely bored. I spent time with watched TV, listened to music, played guitar, played some games, and chatting with my friends. Nothing special on this day, very very bored!

adapted from: <http://sinungs.blogspot.com/>

picture from: www.dragoart.com



THE STUDENTS' JOURNAL ENTRIES



EXAMPLE 19

Thursday, 6 February 2014.

Today I visited to house my Grand mother
there I played in Garden have Grand mother
his name is Mrs. Rini, she is a Gardener.
she has a Garden Very wide. In there the many
kind of fruit and vegetable. I was Very happy
played in it.



Thursday, 06/01/2014.

I went home with my friend. In the road
I and friend told about study tour.

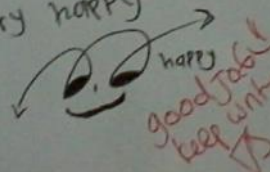
Then rain arrive again, until I in the home
rain stoping.

Monday

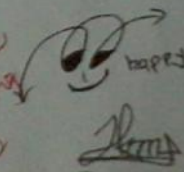
03 February 2014.

I very happy, because teacher put up I
and prize that wafer chocolate and I very very happy. But
teacher put up prize not with I only But also with
my friend that is Banat, Dami, Indy, Riyani, Beva, Mega, Wahyuni, Anas, Sigit,
Nila.

Today
I very very happy



happy
good job
keep working



happy

APPENDIX G:
THE STUDENTS'
WRITING SCORES

Description : **Pre-test**
 Day/Date : Tuesday, 21st January 2014
 Rater : The researcher

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	-	-	-	-	-	-	-
2	Bela Addiha	92	23	14	13	10	3	63
3	Bobby Leo Moningka	55	21	15	14	10	3	63
4	Doni Wibowo	13	17	10	10	10	3	54
5	Dwi Agung Prayoga	38	20	13	13	10	3	59
6	Eko Adi Prayogo	54	22	14	13	10	4	63
7	Eva Itgiyatul Khuriyah	44	21	13	13	10	3	60
8	Febrian Fawzi	27	18	13	13	10	3	57
9	Feri Dwi Kristianto	24	19	13	13	10	3	58
10	Imas Noor Khasanah	65	24	15	13	11	4	67
11	Indi Mamluatus Sa'adah	43	22	13	13	10	4	62
12	Jamingatul Barokah	28	21	13	13	10	4	60
13	Linda Septiani	38	21	13	13	10	4	61
14	Lutfi Alfiani	43	22	14	13	11	4	64
15	Maharani Yustiar	57	22	14	13	10	4	63
16	Mega Sri Wahyuni	76	22	14	14	11	4	65
17	Mujimin	23	18	13	12	10	4	57
18	Naeli Fauzatun Nangimah	57	21	15	13	10	4	63
19	Nasrulloh	39	22	13	12	10	3	60
20	Ngasirotul Banat	50	22	14	12	10	3	61
21	Nila Rohmah	41	22	14	13	10	4	63
22	Nur Faizin	32	21	13	11	10	3	58
23	Rio Santoso	83	25	15	14	12	3	69
24	Riyani Farhatus Soimah	121	25	15	14	10	4	68
25	Saeful Anwar	30	19	12	12	10	3	56
26	Setiawan Arief Pambudi	37	20	14	12	10	4	60
27	Sigit Indra Listiyanto	50	22	14	12	10	3	61
28	Siti Solikhah	54	21	13	13	10	3	61
29	Solekhan	35	22	13	12	10	3	60
30	Tomi Gunawan Ginting	43	21	14	11	12	4	62
31	Wahyu Juni Waryanto	40	21	14	14	10	3	62
32	Wahyuni	62	22	14	13	10	4	63
33	Yoga Nursukma Pratama	33	20	14	12	10	3	59

Description : **Pre-test**
 Day/Date : Tuesday, 21st January 2014
 Rater : The English teacher (collaborator)

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	-	-	-	-	-	-	-
2	Bela Addiha	92	24	14	14	10	4	66
3	Bobby Leo Moningka	55	21	14	14	9	3	61
4	Doni Wibowo	15	17	10	10	9	3	49
5	Dwi Agung Prayoga	36	19	13	13	9	3	56
6	Eko Adi Prayogo	58	21	14	14	10	4	63
7	Eva Itgiyatul Khuriyah	42	20	14	13	9	3	59
8	Febrian Fawzi	30	17	14	13	9	3	55
9	Feri Dwi Kristianto	26	20	14	14	9	3	60
10	Imas Noor Khasanah	68	25	16	12	12	4	67
11	Indi Mamluatus Sa'adah	44	21	14	14	9	4	62
12	Jamingatul Barokah	27	21	12	12	9	4	54
13	Linda Septiani	40	22	14	12	10	4	62
14	Lutfi Alfiani	45	18	13	15	10	4	60
15	Maharani Yustiar	58	22	13	13	10	4	62
16	Mega Sri Wahyuni	75	23	14	14	10	4	65
17	Mujimin	22	17	14	11	12	4	58
18	Naeli Fauzatun Nangimah	59	22	14	11	10	4	61
19	Nasrulloh	39	21	13	13	9	3	59
20	Ngasirotul Banat	50	22	14	13	9	3	61
21	Nila Rohmah	41	24	14	13	9	4	64
22	Nur Faizin	30	21	12	11	10	3	58
23	Rio Santoso	76	22	14	13	9	3	60
24	Riyani Farhatus Soimah	118	26	17	17	11	4	74
25	Saeful Anwar	30	18	12	12	10	3	55
26	Setiawan Arief Pambudi	40	21	14	12	9	4	60
27	Sigit Indra Listiyanto	48	23	15	13	10	3	61
28	Siti Solikhah	54	21	15	12	10	3	61
29	Solekhan	37	22	13	14	9	4	61
30	Tomi Gunawan Ginting	42	21	14	12	10	4	59
31	Wahyu Juni Waryanto	40	20	14	14	9	3	60
32	Wahyuni	64	21	15	16	10	4	67
33	Yoga Nursukma Pratama	32	21	14	13	9	3	60

Description : **Cycle 1 test**
 Day/Date : Monday, 3th February 2014
 Rater : The researcher

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	60	23	15	14	13	3	68
2	Bela Addiha	-	-	-	-	-	-	-
3	Bobby Leo Moningka	40	21	14	14	10	4	63
4	Doni Wibowo	44	21	13	13	10	3	60
5	Dwi Agung Prayoga	87	22	14	13	12	4	65
6	Eko Adi Prayogo	27	20	13	13	10	3	59
7	Eva Itgiyatul Khuriyah	38	22	14	14	12	4	66
8	Febrian Fawzi	70	21	14	14	11	4	64
9	Feri Dwi Kristianto	38	21	14	14	12	3	64
10	Imas Noor Khasanah	87	23	14	14	10	4	65
11	Indi Mamluatus Sa'adah	62	23	14	13	12	4	66
12	Jamingatul Barokah	58	22	14	14	11	4	65
13	Linda Septiani	49	21	15	13	10	4	63
14	Lutfi Alfiani	47	22	15	13	10	4	64
15	Maharani Yustiar	86	23	15	14	10	4	66
16	Mega Sri Wahyuni	31	20	13	13	11	4	61
17	Mujimin	26	21	14	13	10	3	61
18	Naeli Fauzatun Nangimah	60	22	14	14	12	4	65
19	Nasrulloh	61	22	15	13	11	4	65
20	Ngasirotul Banat	31	21	13	13	11	4	62
21	Nila Rohmah	64	21	15	14	12	4	66
22	Nur Faizin	44	23	13	13	11	3	63
23	Rio Santoso	35	20	12	13	10	3	57
24	Riyani Farhatus Soimah	85	23	14	13	10	4	64
25	Saeful Anwar	52	22	14	14	11	3	64
26	Setiawan Arief Pambudi	83	24	15	14	11	4	68
27	Sigit Indra Listiyanto	60	22	15	14	12	3	66
28	Siti Solikhah	86	22	14	14	11	3	64
29	Solekhan	67	22	15	14	10	4	65
30	Tomi Gunawan Ginting	53	22	14	13	10	4	63
31	Wahyu Juni Waryanto	72	23	14	14	12	3	66
32	Wahyuni	70	23	15	13	12	4	67
33	Yoga Nursukma Pratama	54	22	14	14	12	3	65

Description : **Cycle 1 test**
 Day/Date : Monday, 3th February 2014
 Rater : The English teacher (collaborator)

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	57	21	14	15	15	3	68
2	Bela Addiha	-	-	-	-	-	-	-
3	Bobby Leo Moningka	40	21	14	14	10	4	68
4	Doni Wibowo	43	19	10	10	10	3	52
5	Dwi Agung Prayoga	83	23	15	14	12	4	68
6	Eko Adi Prayogo	26	19	13	13	10	3	58
7	Eva Itgiyatul Khuriyah	38	21	14	17	11	4	67
8	Febrian Fawzi	63	23	15	14	10	4	66
9	Feri Dwi Kristianto	37	21	14	14	11	4	64
10	Imas Noor Khasanah	88	23	17	14	10	4	68
11	Indi Mamluatus Sa'adah	61	22	14	14	13	4	67
12	Jamingatul Barokah	58	21	14	17	13	4	67
13	Linda Septiani	50	21	14	14	10	4	63
14	Lutfi Alfiani	47	21	14	13	10	3	61
15	Maharani Yustiar	85	21	17	14	10	4	66
16	Mega Sri Wahyuni	31	21	13	13	10	4	61
17	Mujimin	26	19	14	13	10	3	59
18	Naeli Fauzatun Nangimah	59	21	14	14	13	4	65
19	Nasrulloh	58	21	13	14	12	4	64
20	Ngasirotul Banat	31	21	14	14	10	4	63
21	Nila Rohmah	62	22	14	15	17	4	73
22	Nur Faizin	47	21	13	13	10	3	60
23	Rio Santoso	35	17	10	10	5	3	45
24	Riyani Farhatu Soimah	85	23	17	17	12	4	71
25	Saeful Anwar	53	21	14	14	11	3	63
26	Setiawan Arief Pambudi	79	22	16	16	12	4	70
27	Sigit Indra Listiyanto	61	22	15	15	12	4	68
28	Siti Solikhah	82	21	15	15	12	3	64
29	Solekhan	61	21	14	14	10	4	63
30	Tomi Gunawan Ginting	48	18	14	14	11	4	61
31	Wahyu Juni Waryanto	66	23	14	14	11	3	64
32	Wahyuni	69	22	15	15	16	4	72
33	Yoga Nursukma Pratama	53	21	13	14	11	3	62

Description : **Cycle 2 test**
 Day/Date : Tuesday, 11th February 2014
 Rater : The researcher

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	79	23	16	16	14	3	72
2	Bela Addiha	77	22	15	14	12	3	66
3	Bobby Leo Moningka	24	20	13	13	10	3	59
4	Doni Wibowo	53	21	14	14	15	4	68
5	Dwi Agung Prayoga	107	23	15	15	15	4	72
6	Eko Adi Prayogo	72	23	16	14	15	4	72
7	Eva Itgiyatul Khuriyah	44	22	13	13	10	4	62
8	Febrian Fawzi	22	20	11	13	10	3	57
9	Feri Dwi Kristianto	45	23	14	15	14	3	69
10	Imas Noor Khasanah	39	21	15	13	13	4	66
11	Indi Mamluatus Sa'adah	105	24	17	14	13	5	73
12	Jamingatul Barokah	83	24	15	15	11	5	70
13	Linda Septiani	72	23	15	15	13	4	70
14	Lutfi Alfiani	33	21	13	14	10	4	62
15	Maharani Yustiar	48	24	15	14	13	4	70
16	Mega Sri Wahyuni	40	22	14	13	11	4	63
17	Mujimin	33	21	14	13	12	4	64
18	Naeli Fauzatun Nangimah	55	22	15	14	13	4	68
19	Nasrulloh	53	22	15	14	13	4	68
20	Ngasirotul Banat	90	23	15	14	12	4	67
21	Nila Rohmah	78	23	15	14	13	4	69
22	Nur Faizin	34	22	13	13	12	4	65
23	Rio Santoso	45	20	13	13	10	3	59
24	Riyani Farhatus Soimah	113	23	14	14	12	4	67
25	Saeful Anwar	-	-	-	-	-	-	-
26	Setiawan Arief Pambudi	107	24	15	15	12	4	69
27	Sigit Indra Listiyanto	67	23	15	14	13	4	69
28	Siti Solikhah	105	23	15	15	17	4	74
29	Solekhan	47	23	15	14	15	4	71
30	Tomi Gunawan Ginting	106	23	16	15	16	4	74
31	Wahyu Juni Waryanto	70	23	16	14	15	4	72
32	Wahyuni	92	24	15	14	13	4	69
33	Yoga Nursukma Pratama	36	23	15	13	15	3	69

Description : **Cycle 2 test**
 Day/Date : Tuesday, 11th February 2014
 Rater : The English teacher (collaborator)

NO	NAMA	Number of words	Writing aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanics	
			30-13	20-7	20-7	25-5	5-2	
1	Achmad Hufon A	80	22	16	16	16	4	74
2	Bela Addiha	79	21	14	13	11	3	62
3	Bobby Leo Moningka	23	21	13	13	10	3	60
4	Doni Wibowo	54	21	14	14	14	3	66
5	Dwi Agung Prayoga	108	23	14	15	14	4	69
6	Eko Adi Prayogo	73	23	14	14	14	4	69
7	Eva Itgiyatul Khuriyah	43	21	13	14	10	4	61
8	Febrian Fawzi	23	20	9	13	10	2	54
9	Feri Dwi Kristianto	43	22	14	14	14	3	66
10	Imas Noor Khasanah	39	21	14	13	14	4	65
11	Indi Mamluatus Sa'adah	104	23	15	14	14	4	70
12	Jamingatul Barokah	88	23	14	14	13	4	68
13	Linda Septiani	73	23	15	14	14	4	70
14	Lutfi Alfiani	33	21	13	13	11	4	62
15	Maharani Yustiar	50	23	15	14	14	4	70
16	Mega Sri Wahyuni	40	21	13	13	10	3	60
17	Mujimin	33	21	13	13	12	4	63
18	Naeli Fauzatun Nangimah	55	22	14	14	14	4	68
19	Nasrulloh	53	22	14	14	14	4	68
20	Ngasirotul Banat	90	23	14	12	11	3	63
21	Nila Rohmah	78	22	14	14	13	4	68
22	Nur Faizin	34	21	13	13	13	4	64
23	Rio Santoso	45	20	13	13	10	3	59
24	Riyani Farhatu Soimah	114	23	14	14	14	4	68
25	Saeful Anwar	-	-	-	-	-	-	-
26	Setiawan Arief Pambudi	101	23	14	14	14	4	68
27	Sigit Indra Listiyanto	66	23	14	14	13	4	67
28	Siti Solikhah	103	23	15	15	17	4	74
29	Solekhan	45	22	14	14	14	4	68
30	Tomi Gunawan Ginting	107	23	15	15	15	4	72
31	Wahyu Juni Waryanto	69	23	14	14	14	3	67
32	Wahyuni	92	23	14	14	14	4	68
33	Yoga Nursukma Pratama	35	23	14	14	14	3	67

APPENDIX H:
THE STUDENTS'
WRITING

*PRE-TEST

Name : SITI SOLIHKAH

Class : VIII DHE

What did you do in your last holiday? Did you go somewhere with your family or friends? Did you meet someone special? Did you try to do something new? Tell me in the form of recount text. Write your story in the following box.

A. Trip to Pangandaran

^{on} Sunday morning, my family and I ^{had a} picnic ^{went} at Pangandaran. We ^{went/left} go at 06.30 a.m. We ^{went} go to Pangandaran ^{by} drove bus. In trip I ^{saw} see scenery very beautiful. ^{when} During the ^{went} I arrived, we ^{had} choose place pleasant. I ^{were} played in the beach, we ^{had} very happy there. ^{that} After, we ^{went} rest while eat and drink. We ^{had} go to home...

1 2 3 4 5

21 17 13 10 3

(61)

21 15 12 10 3 61

*PRE-TEST

Name : Dwi Agung Prayoga

Class : \sqrt{m}^D (8D)

What did you do in your last holiday? Did you go somewhere with your family or friends? Did you meet someone special? Did you try to do something new? Tell me in the form of recount text. Write your story in the following box.

Last holiday, ^(my) I and family went to Baturaden.
In Baturaden, I and family ^{saw} ~~seen~~ ⁴ ~~so~~ ^u ~~venire~~ ^{venire}. I bought ^a shirt.

At 12 o'clock, I and family ^{had a} rest and ^{ate} eat. After that,
I and family ^{went} go home. I and family ^{was} very happy.

1	2	3	4	5	(54)
20	13	13	10	3	
10	12	11	9	3	56

*PRE-TEST

Name : Wahyu Juni Waryanto

Class : VIII D

What did you do in your last holiday? Did you go somewhere with your family or friends? Did you meet someone special? Did you try to do something new? Tell me in the form of recalling text. Write your story in the following box.

I and ^(my) friends ^{went} leave to Cipari. I and
friends ^{was} swimming in the swimming pool.
I ^{was} very happy because ^{I could} can play football
in the yard. Next, I ^{went to (my)} go to grand
mother's house to eat, and I ~~go to~~
Next, I and friends ^{returned} back to Kawongan
ten.

*PRE-TEST

Name : Wahyu Juni Waryanto

Class : VIII D

What did you do in your last holiday? Did you go somewhere with your family or friends? Did you meet someone special? Did you try to do something new? Tell me in the form of recalling text. Write your story in the following box.

I and ^(my) friends ^{went} leave to Cipari. I and friends ^{was} swimming in the swimming pool. I ^{I could} very happy because ^{went to (my)} can play football in the yard. Next, I ^{returned} go to grand mother's house to eat, and I ~~go to~~ to. Next, I and friends back to Kawongan ten.

Test [cycle 1]

Name: TOMMY GUNAWAN G

Class: VIII^D

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week, I ^{ed} playing Football in ^a field
with my friends. ^{in the} After noon at 17.00 o'clock.
First, I kicked a ball see ~~the~~ gate but the
ball concerning ~~the~~ face the kiper until
nose the kiper ^{took} ~~take~~ or put outside. Blood ^{was bleeding}.
until he must ^{be} hospitalized. I ^{went} go to home
I ~~feel~~
at 18.30 o'clock.

22 14 13 10 4 63

18 14 14 11 4

56

48

Test [cycle 1]

Name: Wahyu Juni W

Class: VIII D

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

I played volleyball in the volleyball court.
I played volleyball ^{with (my)} friend. I ^{was} very happy
because ^{my team} I ~~was~~ the winner. After
that, I ^{went} home for ^{to take} a bath.
At 17.00 o'clock, I and ^(my) father ^{went (my)} to grand
mother's house. In there, I watched TV.

At 19.00 o'clock, I and father ^{went} home.
In the house, I studied. After that, I slept.

23 14 14 12 8 66

22 11 11 11 3

66
54

Test [cycle 1]

Name: Dwi Agung Prayaga
Class: VIII^D

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week I and my friend ^{logged} logging at ^{From} 05.00 o'clock ^{to} at 05.30 o'clock.
After that, I and my friend ^{went} goto home.
~~I~~ ~~watched~~
In home, I watched TV and ate..
Then I played ~~the~~ playstation together ^{with} ^(my) friend.
After that, I ^{went} goto home Then ^{I slept} sleep.
After that, I and my friend play ^{ed} football ^{until} to at 15.00 o'clock. I and friend ^{went} goto home
Then I took a bath
After that, I watched TV and I ^{wrote} write more ^{I had} dinner at 19.00 o'clock.
After that, I ^{slept} sleep at 22.00 o'clock.

22	14	13	12	4	65
23	15	14	17	4	68

Test [cycle 1]

Name: Siti Solikhah
Class:

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week, I ^{got} up at 04.00 o'clock and I cleaned ~~my~~ my head. After ^{that} I helped mother ^{to} cooked and I washed blouse. at 06.00 o'clock I took a bath after that I ate morning finished ^{ate} I ^{went} to market to ^{buy} blouse and fruits. After that ~~go~~ I ^{went} home, and I rested moment, then ~~go~~ I ^{went} to home my friend. At 03.30 p.m. ^{to} I ate. then I took a bath, & that I ~~go~~ ^{to} watch TV. that I go study at 08.00 p.m I sleep.

21 15 15 12 3

22 14 14 11 3 64

62

66

Test [cycle 2]

Name: CITI SOLIHKAH

Class: VIII^{DHE}

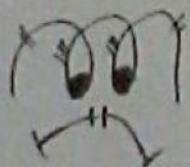
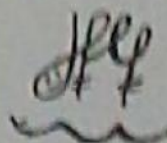
What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

sunday, 9. February 2024

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and swimming pool. First, we made a fire in front of the house. Then we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched TV. Finally, everybody felt a sleep there. We woke up very late in the morning and had breakfast. In the afternoon, we went home. We were all very happy.



=> Keep SMILE



=> Sad

105

23 15 15 17 4 74

103

23 15 15 17 4 74

Test [cycle 2]

Name: Dwi Agung Prayoga

Class: VIII^P

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week, I waked up at 05.00 o'clock.

I ^{jogged} jogging together ^{with} my friends.

After that, I went home. In home, I innocent bed?
Then I washed shoes, at 08.00 I had breakfast together ^{with} my family.

After that, I watched TV. After ^I watched ^{TV}, I went to home friend's there, I played Tennis table.

After that, I bought ^{drinks} because I ^{dirty} was ^{thirsty}.

After that, I went home ~~at~~ home I had lunch then I watched TV.

~~At~~ 13.00 o'clock I slept, I waked up at 14.00 o'clock.

After that, I ~~ate~~ ate. At 17.00 o'clock I took a bath then I watched tv.

~~At~~ 19.00 o'clock I had dinner.

~~At~~ ~~21.00~~ 22.00 o'clock I slept.

107

23 15 15 4 / 72

23 14 15 4 / 40

100

Test [cycle 2]

Name: TANNY GUNAWAN GINTING

Class: VIII⁰

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week, I waked up at 05.00 o'clock, then I innocent bad. After that, I had break ~~fast~~ then I went to school at 06.15 o'clock and I went to home at 14.00 o'clock. In the home, I had lunch then I and my friends played foot ball in field. I went to home at 17.00 o'clock. After that I took a bath then I got dressed ^{before} ~~for~~ went to mosque ~~for~~ read Quran. At 19.00 o'clock, I Prayed Isa and I went to home at 19.15 o'clock. ~~At~~ In home, I studied until at 20.00 o'clock. After that, I watched TV until at 21.00 o'clock.

106

23 16 19 16 44/79 74

107

23 15 15 15 4 72

Name: Wahyu Juni W
Class: VIII D

What did you do last week? Did you try to do something new or find something impressive? Write a recount text that tells about your activities in the following box.

Last week, I went to ^(my) grand mother's house with ^(my) friends. There, I and ^(my) friends played football in the field. After that, I went to market. I bought fruits and ice tea with friends. After that, I and friends return home.

Last afternoon, I and ^(my) father played volleyball in the court. After that, I and father return home ^{to take} for take a bath. Next, I ^{had} break fast and watched television, a football match of persebar vs persebar.

70

23	15	17	14	4		69	7
23	16	16	14	4		73	

69

23	14	14	14	3		67
----	----	----	----	---	--	----

APPENDIX I:

ATTENDANCE LIST

ATTENDANCE LIST
Class VIII D

NO	NAMES	Observation	Pre- test	Cycle I					Cycle II			
				Class meeting				Test	Class meeting			Test
				1	2	3	4		1	2	3	
1	Achmad Hufron A	✓	A	A	✓	✓	✓	✓	✓	✓	✓	✓
2	Bela Addiha	✓	✓	✓	✓	✓	A	A	S	S	✓	✓
3	Bobby Leo Moningka	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓
4	Doni Wibowo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Dwi Agung Prayoga	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Eko Adi Prayogo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Eva Itgiyatul Khuriyah	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓
8	Febrian Fawzi	✓	✓	✓	✓	✓	✓	✓	✓	A	✓	✓
9	Feri Dwi Kristianto	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Imas Noor Khasanah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Indi Mamluatus Sa'adah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Jamingatul Barokah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Linda Septiani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Lutfi Alfiani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Maharani Yustiar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Mega Sri Wahyuni	S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Mujimin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Naeli Fauzatun Nangimah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Nasrulloh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Ngasirotul Banat	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Nila Rohmah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Nur Faizin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	Rio Santoso	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Riyani Farhatus Soimah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Saeful Anwar	✓	✓	✓	✓	✓	✓	✓	✓	✓	A	A
26	Setiawan Arief Pambudi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	Sigit Indra Listiyanto	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	Siti Solikhah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	Solekhan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30	Tomi Gunawan Ginting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	Wahyu Juni Waryanto	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Wahyuni	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33	Yoga Nursukma Pratama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX J:

PHOTOGRAPHS



Picture 1: The teacher gives explanation to the students



Picture 2: The teacher guides the students to complete one of the tasks



Picture 3: The students are doing the task



Picture 4: The students write down the sentences they made on the white board



Picture 5: The students write their guesses to complete a guessing-meaning task



Picture 6: The students are watching the Legend of Timun Mas video



Picture 7: One of the students is consulting her dictionary



Picture 8: The students' journal books that have been decorated

APPENDIX K:

PERMIT LETTERS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 30 Desember 2013

Nomor : 074 / 2391 / Kesbang / 2013
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.
Gubernur Jawa Tengah
Up Kepala Badan Kesbangpol dan Linmas
Provinsi Jawa Tengah
Di
SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
Nomor : 2253a/UN.34.12/DT/XII/2013
Tanggal : 30 Desember 2013
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan a thesis dengan judul proposal : **"WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII STUDENT AT MTS NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR 2013/2014"**, kepada:

Nama : FERI ROKHYANI THOHID
NIM : 10202244024
Prodi / Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : MTs Negeri Kawunganten, Kabupaten Cilacap, Provinsi Jawa Tengah
Waktu Penelitian : Januari s.d Maret 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah Penelitian;
2. Tidak dibenarkan melakukan kegiatan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan d sampaikan Kepada

1. Gubernur DIY (sebagai laporan),

2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta,

3. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soeglopranoto No. 1 Telepon : (024) 3547091 - 3547438 - 3541487
Fax : (024) 3549560 E-mail : bpmd@central-java.com http : //www.central-java.com
Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/19/04.5/2014

- Dasar** : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Gubernur No. 74 Tahun 2012 tentang Organisasi dan Tata kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
3. Peraturan Gubernur No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.

Menimbang : Surat Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta No. 074/2391/Kesbang/2013 tanggal 30 Desember 2013 perihal Rekomendasi Ijin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah atas nama Gubernur Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : FERI ROKHYANI THOHID
2. Kebangsaan : Indonesia
3. Alamat : Dusun Karang Sari, RT/RW 001/003 Kel. Kawunganten, Kec. Kawunganten, Kabupaten Cilacap
4. Pekerjaan : Mahasiswa
5. Judul Penelitian : Writing Journal Technique to Improve The Writing Fluency of Grade VIII Student at MTS Negeri Kawunganten in The Academic Year 2013/2014.
6. Tempat / Lokasi : MTs Negeri Kawunganten, Kab. Cilacap, Provinsi Jawa Tengah
7. Bidang Penelitian : Pendidikan
8. Penanggung Jawab : Drs. Samsul Ma'arif MA.
9. Anggota Peneliti : -
10. Nama Lembaga : Universitas Negeri Yogyakarta

Untuk : Melakukan penelitian dalam rangka penyusunan tesis dengan judul proposal "Writing Journal Technique to Improve The Writing Fluency of Grade VIII Student at MTs Negeri Kawunganten in The Academic Year 2013/2014".

dengan ketentuan sebagai berikut :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Rekomendasi ini.
2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perizinan. Materi penelitian tidak membahas masalah politik dan /atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

Nomor : 070/13/04.3/2014

Halaman : 2 (2)

3. Surat rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat rekomendasi ini dalam melaksanakan penelitian tidak sesuai dengan surat permohonan beserta data dan berkasnya, tidak mentaati ketentuan yang tercantum dalam rekomendasi penelitian, peraturan perundang-undangan, norma-norma atau adat istiadat yang berlaku, dan penelitian yang dilaksanakan dapat menimbulkan keresahan di masyarakat, disintegrasi bangsa atau keutuhan NKRI.
4. Pencabutan sanksi atau pemberlakuan kembali rekomendasi penelitian dapat diberlakukan kembali apabila telah dilakukan klarifikasi dan atau pemantauan di daerah lokasi penelitian dilaksanakan dan adanya surat pernyataan dari peneliti kepada pejabat yang menerbitkan rekomendasi penelitian untuk tidak lagi melanggar ketentuan yang berlaku.
5. Setelah survai/riset/penelitian selesai supaya menyerahkan hasil survai/riset/penelitian kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah.
6. Surat Rekomendasi Penelitian ini berlaku pada tanggal Januari 2014 s.d. Maret 2014
7. Surat Rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Semarang,

Pada tanggal : 07 Januari 2014

a.n. GUBERNUR JAWA TENGAH
KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



IR. JUNI ASTUTI, MA.

Pembina Utama Muda

NIP. 19620621 198709 2 001

Tembusan :

1. Kepala Badan Kesbangpol & Linmas Provinsi Jawa Tengah;
2. Kepala Badan Kesbangpol Kabupaten Cilacap ;
3. Rektor Universitas Negeri Yogyakarta;
4. Sdr. Feri Rokhyani Thohid;
5. Arsip.



PEMERINTAH KABUPATEN CILACAP
BADAN KESATUAN BANGSA DAN POLITIK

Jalan D I Panjaitan Nomor 1 Telepon (0282) 534118 – 537477 Faksimile (0282) 534118

CILACAP

Kode Pos 53223

SURAT REKOMENDASI PENELITIAN / SURVEY/ PKL

NOMOR 072/0055/1/ 28 / 2014

- I Dasar Keputusan Bupati Cilacap Nomor 71 Tahun 2004 tanggal 8 Juni 2004 Tentang Prosedur Permohonan Rekomendasi Penelitian / Survey, Praktek Kerja Lapangan (PKL) dan Kuliah Kerja Nyata (KKN) di Kabupaten Cilacap
- II Membaca Dasar surat dan Badan Penanaman Modal Daerah Pemerintah Provinsi Jawa Tengah Di Semarang Nomor : 070/19/04 5/2014 tanggal 07 Januari 2014 tentang ijin penelitian

Yang bertanda tangan di bawah ini Kepala Badan Kesatuan Bangsa dan Politik (BAKESBANGPOL) Kabupaten Cilacap menyatakan **TIDAK KEBERATAN** untuk memberikan rekomendasi atas Pelaksanaan Penelitian yang akan dilaksanakan oleh

1. Nama / NIM : FERI ROKHYANI THOHID (10202244024)
2. Pekerjaan : Mahasiswi Program Studi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta
3. Alamat : Dusun Karang Sari Rt. 001 / Rw. 003 Kel Kawunganten Kec. Kawunganten Kabupaten Cilacap
4. Maksud dan Tujuan : Penyusunan Skripsi
5. Penanggung jawab : Drs. Samsul Ma'arif, MA (Dosen Pembimbing)
6. Judul : " **WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII STUDENTS AT MTS NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR OF "**
7. Lokasi : Di MTs. Negeri Kawunganten Kec. Kawunganten Kabupaten Cilacap

III Dengan ketentuan sebagai berikut :

1. Sebelum melaksanakan Penelitian, diwajibkan menyerahkan Surat Rekomendasi dari Badan Kesatuan Bangsa Dan Politik Kabupaten Cilacap Ke BAPPEDA Kabupaten Cilacap Untuk Mendapatkan Ijin Penelitian
2. Pelaksanaan Penelitian ini tidak disalahgunakan untuk tujuan lain yang berakibat pelanggaran Peraturan Perundang – undangan yang berlaku.
3. Mentaati segala ketentuan dalam pelaksanaan Penelitian dimaksud.
4. Setelah selesai pelaksanaan Penelitian harap melaporkan hasilnya kepada Bupati Cilacap lewat Kepala Badan Kesatuan Bangsa dan Politik (BAKESBANGPOL) Kabupaten Cilacap.
5. Surat rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat rekomendasi ini tidak mentaati / mengindahkan ketentuan – ketentuan sebagaimana tersebut diatas.

IV Surat Rekomendasi ini berlaku mulai tanggal 20 Januari 2014 s/d 28 Februari 2014

DIKELUARKAN DI : CILACAP
PADA TANGGAL : 17 Januari 2014

an.KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN CILACAP

Kepala Bidang Fasilitas Politik dan Keamanan
Ub

Kasubid. Komunikasi dan Partisipasi Politik

KABUL WIDODO, SE

Penata Tingkat I

Nip. 196104101985031014

Tembusan

1. FERI ROKHYANI THOHID (yang bersangkutan)

2. Arsip



PEMERINTAH KABUPATEN CILACAP
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Kauman No. 28 B Telp (0282) 533797, 534945 Fax. (0282) 534945

CILACAP

Kode Pos 53223

SURAT REKOMENDASI PENELITIAN / SURVAI

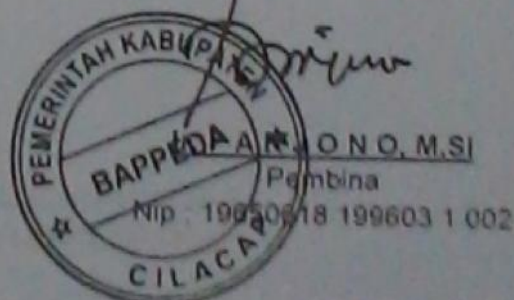
Nomor: 072/0054/27.1

- I. **DASAR** : Keputusan Bupati Cilacap Nomor: 71 Tahun 2004 tanggal 8 Juni 2004 perihal: Prosedur Permohonan Rekomendasi Penelitian / Survei, Praktek Kerja Lapangan (PKL), dan Kulliah Kerja Nyata (KKN) di Kabupaten Cilacap
- II. **MEMBACA** : Surat Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Cilacap Nomor : 072/0055/1/28/2014 Tanggal 17 Januari 2014 perihal: Ijin Penelitian
- III. Yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Cilacap bertindak atas nama Bupati Cilacap, memberikan REKOMENDASI atas pelaksanaan Penelitian / Survei dalam wilayah Kabupaten Cilacap yang dilaksanakan oleh:
1. Nama : **FERI ROKHIYANI THOHID (NIM : 10202244024)**
 2. Pekerjaan : **Mhs. Prodi Pend. Bhs. Inggris UNY**
 3. A l a m a t : **Dusun Karangsari Rt. 001/ Rw. 003 Kel. Kawunganten Kec. Kawunganten**
 4. Penanggungjawab : **Drs. Samsul Ma'arif, MA (Dosen Pembimbing)**
 5. Maksud Tujuan Penelitian / Survei : **Penyusunan Skripsi**
 6. Judul Penelitian / Survei : **"WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII STUDENTS AT MTS NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR OF 2013/2014"**
 7. Lokasi : **Di Mts. Negeri Kawunganten Kec. Kawunganten Kab. Cilacap**
- Dengan ketentuan-ketentuan sebagai berikut:
- a. Pelaksanaan Penelitian / Survei tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat / pemerintah.
 - b. Sebelum melaksanakan Penelitian / Survei langsung kepada responden, harus terlebih dahulu melaporkan kepada Kepala Instansi /Wilayah (Camat/Kepala Desa/Kepala Kelurahan) setempat.
 - c. Setelah Penelitian / Survei selesai, supaya menyerahkan hasilnya kepada BAPPEDA Cilacap.
 - d. Apabila dalam jangka waktu tertentu hasil Penelitian / Survei belum dikirim ke BAPPEDA, maka kepada Penanggung jawab / Pimpinan Lembaga Pendidikan yang bersangkutan berkewajiban mengirimkan hasil Penelitian / Survei tersebut di atas.
- IV. Surat Rekomendasi Penelitian / Survei ini berlaku dari tanggal: 20 Januari s/d 28 Pebruari 2014.

Dikeluarkan di : Cilacap

Pada Tanggal : 17 Januari 2014

a.n. BUPATI CILACAP
KEPALA BAPPEDA KAB. CILACAP



Tembusan:

1. Bupati Cilacap;
2. Wakil Bupati Cilacap;
3. Kepala Badan Kesatuan Bangsa dan Politik Kab. Cilacap;
4. Kepala Kantor Kementerian Agama Kab. Cilacap;
5. Dosen Pembimbing Prodi Pend. Bhs. Inggris UNY.



KEMENTERIAN AGAMA

KANTOR KABUPATEN CILACAP

Jalan Perwira No. 14 A Telp. (0282) 534609 Fax. (0282) 5253287

CILACAP

SURAT REKOMENDASI PENELITIAN / RISET

Nomor : Kd.11.01/1/TL00/ 0120 /2014

- I. Dasar : Keputusan Bupati Cilacap Nomor 71 Tahun 2004 tanggal 8 Juni 2004 perihal: Prosedur Permohonan Rekomendasi Penelitian / Survey, Praktek Kerja Lapangan (PKL), dan Kuliah Kerja Nyata (KKN) di Kabupaten Cilacap;
- II. Membaca : Surat Kepala Badan Kesatuan Bangsa dan Politik kabupaten Cilacap Nomor : 072/0055/I/28/2014 tanggal 17 Januari 2014 perihal : Ijin Penelitian.
- III. Yang bertanda tangan di bawah ini Kepala Kantor Kementerian Agama Kabupaten Cilacap, menyatakan *tidak keberatan* atas pelaksanaan Penelitian/Riset sebagaimana dimaksud dalam surat tersebut di atas, yang dilaksanakan oleh:

1. Nama : FERI ROKHIYANI THOHID (NIM : 10202244024)
2. Pekerjaan : Mhs. Prodi Pend. Bhs. Inggris UNY
3. Alamat : Dusun Karangsari Rt. 001/Rw. 003 Kel. Kawunganten Kec. Kawunganten
4. Penanggungjawab : Drs. Samsul Ma'arif, MA (Dosen Pembimbing)
5. Maksud Tujuan Penelitian / Riset : Penyusunan Skripsi
6. Judul Penelitian /Riset : "WRITING JOURNAL TECHNIQUE TO IMPROVE THE WRITING FLUENCY OF GRADE VIII STUDENTS AT MTs NEGERI KAWUNGANTEN IN THE ACADEMIC YEAR OF 2013/2014"
7. Lokasi : Di MTs. Negeri Kawunganten Kec. Kawunganten Kab. Cilacap

Dengan ketentuan, pelaksanaan Penelitian / Riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat, serta menyerahkan tembusan hasil penelitiannya kepada Kepala Kantor Kementerian Agama Kabupaten Cilacap.

Dikeluarkan di : Cilacap

Pada Tanggal : 20 Januari 2014

Kepala



Dr. H. MUGHNI LABIB, M.S.I.
NIP 196211151992031001

Tembusan:

1. Kepala MTs Negeri Kawunganten Kec. Kawunganten Kab. Cilacap;
2. Dosen Pembimbing Prodi Pend. Bhs. Inggris UNY;



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI (MTs N) KAWUNGANTEN
TERAKREDITASI A

JL. Raya Tegalsari Kawunganten Lor – Kawunganten ☎ (0282) 5501108
Fax. 0282 (611838) Cilacap 53253
Email id : mtsnkawungaten@kemenag.go.id

SURAT KETERANGAN

Nomor : Mts.11.01.02/PP.00.5/153 /2014

Kepala MTs Negeri Kawunganten menerangkan bahwa :

Nama : **FERI ROKHIYANI THOHID**
No Mahasiswa : 10202244024
Alamat : Dusun Karangsari RT 001 RW 003 Kawunganten Cilacap

Sesuai dengan Surat Rekomendasi Penelitian/Riset dari Kantor Kementerian Agama Kabupaten Cilacap Nomor : Kd.11.01/1/LT.00/0120/2014 Tanggal 20 Januari 2014, mahasiswa tersebut di atas sudah melakukan penelitian dalam rangka penyusunan skripsi di MTs Negeri Kawunganten dengan judul :

“Writing Journal Technique To Improve The Writing Fluency Of Grade VII Student At MTs Negeri Kawunganten In The Academic Year Of 2013/2014”

Demikian surat ini dibuat, untuk digunakan sebagaimana mestinya.

Kawunganten, 22 Februari 2014



Drs. H.M. Wahyudin Prasetyo, M.Pd.I
NIP 196706041993031004